National Parent-Teacher

THE P.T.A. MAGAZINE

February 1955

Objects of the National Congress of Parents and Teachers

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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NO NATION escapes its history. Today is born of yesterday, and out of today tomorrow will grow. Perhaps one of the best ways to illuminate the future is to understand the past—its noble traditions and its heroic leaders. Of our great American president, Abraham Lincoln, the poet Edwin Markham has said:

Here was a man to hold against the world,
A man to match the mountains and the sea.

The President's Message

On This Founders Day

FROM TIME to time requests come to us from individuals and organizations who say "We want to know more about the National Congress of Parents and Teachers. Tell us what it is and what it does."

We do our best to answer these questions. We have written replies only a few paragraphs long. We have also written pamphlets and books. But even in the fullest replies, even when we are most exact and detailed, we are aware that part of our story remains untold.

Perhaps we shall never be able to set forth the complete story on paper. It is difficult to trace the entire scope of a movement as broad as ours and to chronicle completely our decades of unbroken service. It is still more difficult to capture in words our vision of a world in which children may develop to the full the gifts bestowed on them by a generous Creator.

There *is* one way to understand the P.T.A. movement. It is the best and perhaps the only way. To those who want to know what the P.T.A. stands for, we say "Join us." You cannot really know us and our movement if you stay outside. You can know us only as you belong to a P.T.A.—and belong vigorously. As we work with others for the protection of children and youth we come to know and understand parent-teacher ideals. And we understand them in a way in which all movements for human welfare must be understood if they are to take hold not only of the mind but of the heart.

May we compare participation in the P.T.A. to citizenship in a democracy? Just as the only way to appreciate the privileges and responsibilities of democracy is to be an active citizen, so the only way to grasp wholly the import of the parent-teacher movement is by joining it.

THIS MONTH our members across the country will be lighting anniversary candles to celebrate the founding of our organization. Naturally in our ceremonies and in our quieter moments alone we shall remember our Founders. Naturally, too, our thoughts will turn to the rich heritage they have given us, a heritage that encompasses an ideal and an organization in which to strive toward that ideal. For both of these we are grateful.

Our heritage includes one more legacy that we cannot afford to forget. That legacy is courage. From its beginning this movement has been rooted in courage. Again and again our members have shown the daring to face whatever threat menaced children and young people. Even when it was unpopular to speak out they have not turned their heads or taken refuge in silence. They have known what decisive action to take in the face of obstacles. They have known how to wrestle with unfounded criticism, how to cope with inertia and indifference. This courage to confront issues and to take a stand is part of our heritage that we prize more than ever today, for the tasks we have taken on are not for the fearful or the easily discouraged.

On this Founders Day we are more than ever aware not only of the greatness of the parent-teacher movement—its magnitude and its power—but also of the great ideals of those who founded it. We look to the future confident that, sustained by such a heritage, we shall in the years ahead show achievements that measure up to the noble legacy that is ours.

Lucille P. Leonard

President, National Congress of Parents and Teachers

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John H. Furbay

World Without Strangers

Who is our neighbor? He may
live in the next block—
or continents and seas away.
And to know our farthest
neighbor we may only have
to step outside the door
to greet our nearest one.

This is the sixth article in the 1954–55 study program on adolescence.

THREE HUNDRED and fifty years ago the poet John Donne observed that no man is an island, complete in itself. Every man is a piece of a continent, and any man's death diminishes everyone else, because we are all involved in mankind.

Now in an age when the development of air transportation and radio communication has revolutionized our notions of distance, trade routes, and travel, it is even truer than ever that we cannot make an island of our children's world. All the people on the globe are now our actual neighbors, and we can no more keep away from them than they can keep away from us.

When I was a child it was a rare and wonderful thing to see someone from a far-off place like Burma or Australia or Nigeria or Turkey. Most children of my generation couldn't have told you what an Egyptian looked like—at least not since the time of the Pyramids. But my children have not only seen Egyptians; they have talked with them. People from all over the world come to our schools, ride our subways and buses with our children, sit near them in audiences, speak to them from platforms, and visit us in our homes.

A few months ago, when I was traveling around the world by air, an acquaintance in Ceylon said to me as I was boarding the plane for Bombay: "You travel to so many places and see so many strange people. What do you think of being in a succession of unfamiliar environments?"

"Well, to be perfectly honest," I replied, "my main impression on this trip is that no place is very strange. I haven't yet found a country where the people did not like good food and friendship and a satisfying means of earning a living. And everywhere I go I find cities with streets and buses and homes and shops. Not all the people look alike or dress alike, but they are all pretty much the same inside."

Sometimes when I tell others how little difference I have found in the various peoples of the world, they say, "Well, maybe you didn't go to the *really* strange places."

Maybe not, but consider the case of a missionary who went on an assignment to what was called the most primitive part of Africa. He was a little nervous, thinking that he might have difficulty understanding the native people. To his surprise, however, when he arrived at this "savage" village, the first woman he saw was busily sewing away on an American-made sewing machine!

New Lessons for a New World

How well are parents and teachers preparing our children to live in a world like this—a world where no one is too far away to be reached within forty hours by airplane or instantaneously by radio, where

no one is truly a stranger? Are we teaching our children about the world as it is *now*, or are we still clinging to outmoded myths that were taught to us when we were children?

Not long ago an intelligent young Liberian was crossing the Atlantic from England on his way to study in America. An American child on the airplane, hearing that he came from Africa, began to cry.

"Will he eat me, Mama?" wailed the child.

Now in several years of living in Africa I met many so-called cannibals but found that none of them consider other human beings as animals to be hunted and killed for food—despite the popularity of magazine cartoons and movies suggesting that this is true. But that child was convinced that Africans ate people, and his mother had a hard time explaining away his fears.

On the other hand, many of our American children are at home today in countries their parents and grandparents only dreamed about. They go all over the world in the armed services or with parents who are Fulbright scholars and teachers, Point-Four technicians, missionaries, or United Nations employees. Some of them are born abroad. A second-grader I met in India was born in Uruguay and had spent two years in the Philippines. An American physician's three little girls spent three years in the Middle East with their parents, who were on a mission for the World Health Organization; they are now in Switzerland.

A well-traveled child of six, whose education about other lands has been firsthand, spent two years with her parents in Japan, where they taught as visiting professors in local universities. With them she has traveled around the world. She has heard the deafening noise of giant Chinese firecrackers at a wedding celebration in Hong Kong. She has played with monkeys in Malaya, eaten rice with her hands in India, fed black swans in Switzerland, and ice-skated on the Zuider Zee. Her grandmother, greeting her after her return to America, exclaimed, "My goodness, Linda, you've been to so *many* places! Tell me, what's the strangest thing you have seen?"

With only a moment's hesitation, Linda answered, "The *very* strangest thing? I think it's how my cousin Jimmy can wiggle his ears!"

That child had a real sense of being at home in the world. She wasn't startled by superficial differences like variations in clothing, dancing, manners, or physical appearance. She had seen so many different patterns that when it came to picking out something "strange" she looked at individuals rather than groups.

If all our children could be taught to accept the world with the same equanimity—to look upon people as individuals rather than as exotic specimens—we would meet less suspicion and distrust in the world today. Are we teaching our children to do this?

Incidental Teachings

Sometimes the best intentioned of us unconsciously teach children that differences are something to be ashamed of. Sometimes we give them the idea that they ought not to learn the languages their parents spoke in their native lands and that there is something wrong with their religion, taste, or appearance if it isn't just like everybody else's. Unwittingly we make them afraid to enjoy meeting and playing with children whose economic, national, or racial background differs from their own.

Perhaps we teach our children—by example, if not in words—that we ourselves are somehow better if we look down on certain other people. Do we show less respect for the rights and dignity of other people if they don't speak English, if their skins are darker, or if they have fewer electrical appliances than we do?

Now that our children are bound to come in lifelong contact with other races and nationalities, they can't afford to grow up in ignorance of how people think and feel. Thoughtful Americans in foreign countries see daily evidence of the need for stronger bridges of understanding between us and the men and women of those lands.

We Americans are fundamentally people of good will who want the friendship of others; yet we go about trying to win their good opinion without the necessary tools. We appropriate billions of dollars for building up the economies of weaker nations. Then we employ as administrators persons who know little or nothing about the customs and languages of the countries to which they are sent. They are often disillusioned when they learn that some of their most cherished notions conflict with those of the people around them. Such disillusioned and ill-adjusted administrators fail to interpret America properly to other countries, and at the same time they fail to interpret others sympathetically to us. It is a pathetic and needlessly unfortunate situation. We should cer-

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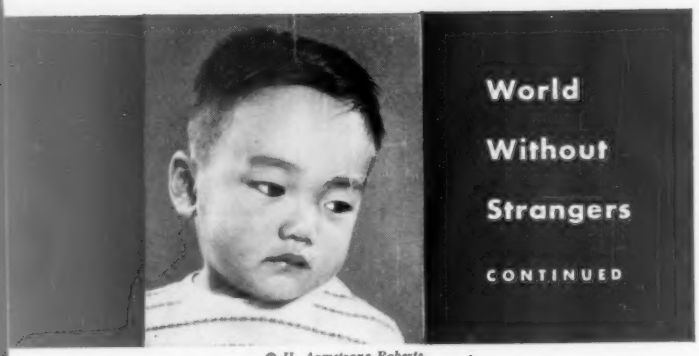

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tainly know that we cannot expect to make friends, to appreciate what others are thinking, if we are represented by people who go abroad equipped only with prejudices.

With more Americans living and working abroad every day, it is hard to understand why an excellent teacher of French in one of our larger cities was transferred to teaching general subjects. The principal explained, "Our pupils aren't very much interested in studying French, so we can't afford to have French classes now." On the contrary, it seems to me that we can't afford *not* to have French classes. We are losing out every day because when we go to foreign lands we can talk only to those who speak English. In a world like ours we can't afford to be a one-language people.

Perhaps it jars our complacency to think in terms of expanding our horizons to encompass new languages and a wider range of friends. To some of us this means changing our cherished patterns of thinking, moving away from the comfortable satisfactions of familiar things to constant adjustments to new things and different ways.

It isn't easy for us to change from the way we grew up. We adults have to work harder to become world-minded than do children who start without our rigid attitudes and fixed prejudices. But we have to work so that our children in future years won't suffer from the same handicaps we have in this changing world where we all must live. Fortunately our own efforts to know others can be shared with our children.

Avenues to Everywhere

But how can people who don't travel abroad or live in big cities—people in towns like Tougaloo, Mississippi, or Canton, South Dakota—share the experience of living in one world?

That's easy. Even in our remotest towns, people can find paths to the wider world around them. They can borrow books from the public library. Their clubs can conduct fascinating study programs. They can organize groups to study a foreign language and correspond with people abroad who speak that language. The United Nations can supply information about such study and correspondence projects. Foreign-born persons living or visiting in the community can be made welcome. Many of them can, in return, offer tempting recipes, rollicking folk songs, delightful folk tales, or new crafts to enrich our lives. If we prepare ourselves to enjoy the friendship of others by reading, by studying languages and geography, and by keeping our minds open, opportunities for friendship will always present themselves.

One small town I know has a minister who was once a missionary in India. He gives the addresses of Indian friends and acquaintances to those who want pen pals, and all year 'round the townspeople enjoy his collection of Indian art, clothing, and handicrafts. In a college near by a student has received a Fulbright fellowship to study in the Philippines. He and his friends pounce upon any kind of information about the Philippines in their enthusiasm over his forthcoming journey.

If we sincerely want to learn about other lands and have genuine sympathy for other peoples, our children will quite naturally learn how to form global friendships. These friendships can begin long before a child is old enough to write letters. They can begin in his own home town. Both teachers and parents can help him to think of his schoolmates as individuals, not as Irish or Mexican or Jewish or Negro or old-stock American or anything else—just people. He can be taught to understand and respect his friends' observance of the Passover or St. Patrick's Day or Bastille Day. He can be encouraged to enjoy new foods—enchiladas or goulash or borscht or sukiyaki—through the tastes of those who know them best.

The coming of the air age, which has made it impossible for us to hold ourselves aloof from other nations and peoples, makes it doubly important for us to be ready to be good friends with them. Let us not look longingly toward the past, when two wide oceans were a great protection from "foreign" challenges and influences. Our diversity is one of our greatest sources of strength in an air-age world. Let us rejoice in the knowledge that those who live in other countries no longer need to be strangers, and that we who are in this small world together have a heaven-sent opportunity to prove that a world without strangers can become a world of friends.

John H. Furbay—lecturer, traveler to far-flung places, specialist in aviation—has studied and taught at several universities here and abroad and served as president of the College of West Africa. He has represented U.S. aviation at UNESCO conferences and has made significant contributions to the field of anthropology. Many P.T.A. members will recall his stirring address on "The Geography of Freedom" at the 1950 national convention.

Needed:

© *Elizabeth Hibbs*

Full-time Fathers

Dorothy Koehring

Dad's other job—his job at home with his family—is not a part-time side line. Whether he knows it or not, his performance there registers every hour, every day. And is not the record written into the lives of his children?

FULL-TIME fathers, we say, are needed. But is it ever possible to be less than a full-time father? Certainly not. Whatever Dad does is, in the eyes of his children, an act of fatherhood, though not all fathers may be aware of this truth.

Suppose Dad lets Mother take complete care of the children, leaves every decision to her, and never goes to P.T.A. meetings. Does he, then, have no influence on his children? Are they, then, learning nothing at all from him?

Of course they are learning from him. Of course he is influencing them. But he might be surprised to discover just what his influence is.

They are learning—more surely than if someone had told them point-blank—that fathers don't like children, that fathers don't care whether or not you can play the violin, that fathers don't care whether or not you do well in school. They are learning that men live differently from women; men only work and read the paper and sleep.

Don't mistake me. I'm not suggesting that once a man becomes a father he loses forever the right to be himself. I'm not saying that a father must live only by his children's wishes, that he must push aside his own needs or desires.

Occasionally you'll find a man who buries himself

in paternal responsibilities. He makes himself a combination of nursemaid, slave, "palsy-walsy," and fix-it-man-on-demand. One day he may awaken to a shocking disappointment. He may discover that his child—overprotected, pampered, dominated—is insecure, overstimulated, irritable, and self-centered.

We need clear, straight thinking on the job of fatherhood. Important as Mother is, she cannot take Father's place. Children need from their father something quite special. They must have his unique help if in the years ahead they are to fit into their own roles as parents.

Even in this day of working mothers most children recognize Father as the main source of family support. This is understandable and right—though, alas, they sometimes know him primarily as the source of loose change. One major obligation of any father is to provide for his wife and children. This responsibility should be accepted with self-respect by the fathers and with respect by the children. The young child, for example, should learn to be patient if Father comes home so tired from the day's work that he has to postpone repairing Junior's wagon.

And from whom can Junior better learn standards of faithfulness and responsibility than from his father? Father accepts cheerfully, and helps everyone else to accept, occasional overtime assignments that may interfere with a family picnic or outing. When Father is promoted, he shares his just pride and pleasure with members of his family, who appreciate that this recognition has come as a result of effort, skill, and intelligence. Unconsciously, perhaps, Father becomes the pattern of a good workman—the highly regarded businessman, the recognized scholar, or whatever his calling may be. Fortunate is the child who thus learns to respect work well done.

A father teaches his children other standards too. A man who knows that he is a full-time father is likely to watch his speech, his attitudes, his values. Realizing that children model their behavior after his, he takes no chances on questions of honesty. For his children, however young, may pick up even a slight slip on his part.

Father in the Nursery

Naturally a father must be himself. He may pretend to be what he isn't, but children see through sham. Father's real feelings are bound to show, no matter what he says. Hence his feelings are important. Suppose a child does hear a few strong, indignant words when Father is steamed up over some gross injustice in the community. The language itself will be forgotten long before the child forgets that his dad cares deeply about people's rights.

In modern family life both children and parents tend to be preoccupied with their own interests. All too often conscientious parents who want to share activities with their children mistakenly let all the sharing run in one direction. They are interested in their youngster's concerns but hesitate to draw the youngsters into their own.

Mutual sharing may have come about more easily in the day when there were no movies or other distractions and sons willingly accompanied their fathers to Grange meetings. Nevertheless today we have many ways of initiating a child into the adult world his father lives in. Schools, libraries, clubs, and other groups all help to do this. Yet without the personal element a child's drive toward the good may be less strong, his purposes less clear. A child's association with his father and the friends his father holds in high regard can infuse more meaning into life than a dozen books or class discussions on growing up.

Even in infancy a child needs his father, and every dad should make it a point to appear in the nursery now and then. He should take part occasionally in the intimacies of baby tending. Too many men shun such activities, feeling awkward and ill at ease, believing that they can't be helpful until the little one is older.

They may wait too long, until the child becomes accustomed to Mother only—to the feminine voice, the feminine touch. As soon as a child begins to recognize people, Father has his special place—not necessarily that of cook and bottle washer, unless there is an emergency or unless he particularly enjoys these routine activities. Father's truly special place is that of a well-loved presence.

Partner and Playmate

Little girls especially need a chance to discover, through their fathers, the goodness of masculine ways, the security of masculine strength. Later on, as a girl identifies more with her mother, she needs a chance to sense a man's relationship, at its best, to his wife and family. This assumes that the father's part in the home is that of an adult. He must live his own life in a mature way, interested in what his children and their friends are doing and thinking but also engaging in adult interests of his own.

Little boys gain other values from their fathers. There is the joy of physical activity as father and son play hard together. But a caution is in order here. Dad may decide that just romping with Junior

for the fun of it isn't enough. He may want to "make a man of him." This intention sometimes detracts from the pleasure. It succeeds only if Father understands children at any given age and is sensitive to his little boy's present needs. Otherwise the child may retreat from any show of physical force or else become a bully. In either case Dad grows more and more displeased; Junior becomes less and less secure; and an unfortunate circle of action and reaction is established.

On the other hand, it's a good thing for a boy to learn from his father the exhilaration of exercise, the pleasure of fatigue, and the challenge of testing person against person. These satisfactions are safety values for any child.

No doubt the boy of the past who struggled to hold a team of horses on the hay wagon or to wield one end of a crosscut saw while his father wielded the other depended less on competition than does the modern lad. Nowadays a boy who fails to win a place in team games and sports may feel rejected by his peers. It's up to Father to maintain a good balance in his son's physical activities. A game of handball, an impromptu steak fry, or a splash in the lake can bring joy and all manner of benefits to both child and father.

At the same time we must remember that playing together is not the most important ingredient in the child-parent relationship. The parent is primarily an adult. The child is entirely a child, and playing with children his own age will give him what he needs most from his play. So fathers, relax! Don't be afraid to admit you just can't take it when you're breathless and weary. You have another role in your children's life.

In the old days a father could often share his own work with his family. But, again, today's children are denied that important experience. The average child knows little, if anything, about his father's job. There is hope, however, in the current do-it-yourself trend. And there may be some surprises too. It may turn out that Junior can handle the technical problems of wiring the new electric barbecue more deftly than his dad. Yet Junior still feels that Dad is a "fun person," in one child's phrase, and a good sport too. Father's skill and leadership come to the fore when the two of them investigate city codes for electrical wiring.

Friends for Life

Fatherhood is not an occupation for young men only; full-time fathers are fathers for a lifetime. And fatherhood matures the young man. Years of being concerned with the welfare of one's son or daughter, years of living for others, years of trying to understand the next generation and its problems—these years can lead to wisdom and strength of character.

One day when my father, now eighty-four, was seventy, we went out to buy him a new hat. After long consideration of style and price, and a good deal of banter between us, we made our choice. A young man wrote out the sales slip, and while I waited for the change Father moved over to speak to a friend. Suddenly the young clerk turned to me and said wistfully, "I was just thinking. I wonder if my daughter will care as much as that about me when I'm an old man. She's seven now, and we're friends. But will she feel the way you do when I'm seventy?"

I looked at the earnest young father who had taken me so by surprise. With murmured thanks for his intended compliment, I expressed the confident hope that she would—at least if he could be the kind of father to his little girl that mine had been to me. My heart was so full that I could not explain what I meant. Yet I have often hoped that this little girl, who may be a young mother now, is still her father's friend. And I confidently believe that he is still hers.

© Bob Vose from Black Star

"Since 1922," writes Dorothy Koehring, "I have worked almost continuously with parents and young children." Now, as professor of teaching at Iowa State Teachers College in Cedar Falls, she shares the fruits of that rich experience with student teachers who are themselves preparing to work with young children.

What Emotional Health Looks Like

Bonaro W. Overstreet

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As I sat at my desk planning this article, my husband came into my study from his own to show me a quotation he had found. We read it together; then as he turned to go, I put a question to him: "When you were a kid in grammar school—ten or eleven years old, say—how did boys try themselves out, put themselves to the test?"

I was scarcely expecting a definite answer. I was simply reaching out for something that would give concreteness to my own thoughts. To my surprise, however, he replied without hesitation, "By chinning themselves." The memories that were thus awakened in him held him in his tracks a moment, and he reconstructed for me with peculiar vividness the image of a group of boys of the preadolescent "gang age" trying, one after another, to pull themselves up by their tensed, tired muscles one time more—and one time more.

Again he started to leave the room and again stopped, with his hand on the doorknob. "I wonder . . . with all our developmental tests today and our physical education studies, is there a *standard* for chinning? Does someone somewhere know how many times the average ten-year-old or twelve-year-old can pull himself up? Is there some boy somewhere who holds the world's record? With us, there was one fellow—his name was Jake Something-or-other, I remember—who always came out on top. He had grown faster than the rest of us and could do most things better. But there wasn't any compelling standard. Anyone who could more or less hold his own and who could beat his own past record every so often could feel all right about himself."

There, I knew, was what I had been reaching for: the insight that summed up the pattern of healthy self-testing. *Anyone who could more or less hold his own and who could beat his own past record now and then could feel all right about himself.*

Self-testing, in short, when it represents a sound and normal engagement with reality, serves two functions. It reassures the individual that he belongs within a human fellowship, and it gives him recur-

They're good to know—the healthy-minded folk who know their own strength, who enjoy their successes without vaunting or belittling, and find in every defeat a challenge to renewed or redirected effort. Would there not be more of them if parents and teachers sensed more keenly a truth made clear by this article?

6. *Healthy Ways of Self-testing*

rent evidence that he is getting somewhere, making progress. Thus it confirms him in a kind of self-acceptance that leads both to happiness and to growth. It allows him to like himself reasonably well *as he now is* and *as he can hope to become.*

In contrast, life goes emotionally wrong—destructive of personality and of interpersonal relations—when the individual either rejects all occasions for self-testing or is obsessively driven to seek them.

Thus, on the one hand, there is the tragedy of the person who "talks big" but who wriggles his way out of any situation that challenges him to make good his words in action. There is the tragedy of the person who does not even "talk big," who shows how small he feels and how low a rating he puts upon himself by avoiding all unfamiliar situations or new responsibilities that might show him up.

On the other hand, there is the tragedy of the person who can never relax from self-testing—who is obsessively driven to outdo, and subdue, everyone else; or who makes such perfectionist demands upon himself that no matter what he does, he can never experience the relaxation and satisfaction that come with accomplishment.

Tryouts in the Drama of Living

Psychological and psychiatric literature today underscores time and again the importance to emotional health of the individual's estimate of himself. If we think, for example, of the contributions made by men like Eric Fromm, Franz Alexander, Leon Saul, and Karl Menninger, we realize how much of their contributions comes from clinical analyses of the inadequate self-appraisals of the emotionally disturbed.

These men have done more, however, than merely report faulty self-appraisals. They have helped us to understand some of the things in the environment that are responsible for them. Hence we have begun to realize that the child whose normal efforts at self-testing are discouraged by constant indifference, teasing, or punishment may simply give up trying. He may retreat from the disappointments of self-proving into apathy, conformity, or mere routine.

We have learned, furthermore, that the over-praised and overindulged chi'd is likewise handicapped as far as his normal chances of self-testing are concerned. If everything is done for him before he even has a chance to find out what he can do for himself, he is likely to get into a painful dead end—that of feeling accustomed to attention and praise without feeling that he has earned them by accomplishment. Such a child, because he gets so little bolstering *from the inside,* often becomes insatiable in his demands upon others. He is like a person who, having poor circulation, is always cold and therefore bundles up in several layers of sweaters and coats without achieving a dependable sense of warmth. Within his protective wrappings he is still tensed against the cold.

A person who constantly seeks *from the outside* an emotional substitute for a built-in self-confidence is

equally insatiable, because he is unsatisfied. Nothing that he "puts on" in the way of service and attention from other people can make up for the fact that he has not had enough experience trying himself out in real situations, learning what he can and cannot do—and what he can do today that he could not do yesterday.

To take yet one further type, we have learned that the child who is forced into premature adulthood or who is constantly urged to meet standards of perfection that he can in no way meet is likely to suffer emotional harm. Often he becomes the adult who can never let himself rest, who can never enjoy the satisfaction of standing back from what he has done and feeling that it is good. As one psychiatrist has put it, such a person seems driven by invisible whips.

In short, most of us are beginning to realize that an emotionally sound person is, among other things, one who has grown into a fairly realistic acceptance of himself through the failures and successes of many self-testings. He is one who has learned that he can more or less hold his own and can, every so often, beat his own past record.

Self-appraisal of Social Groups

It is good for us to have learned, even partially, this much about ourselves. We are only beginning, however, to apply a similar insight where groups of people are concerned. Yet the pattern of soundness is much the same.

We might take a psychological look, for example, at our two-party political system. One reason why we cherish such a system is that it provides for differences of conviction and gives a respected, self-respecting status to the group that is temporarily in the minority. But another reason why such a system is vital to political health is that it invites all the members of a society to try themselves out against problems that concern the common welfare. Those in power and those temporarily out of power are constantly testing their capacity so to deal with issues that they can win public confidence and keep it when they have won it. From the psychological point of view, one of the most destructive shortcomings of totalitarianism is that it creates a political atmosphere in which no honest self-testing is possible. The overwhelming majority of the people are excluded from the growth-inducing experience of trying to understand problems and come to decisions about them. Even the powerful few who make policy do so within a frame of artificial and coercive order.

Or we can take another example, that of racial discrimination. Side by side with the moral arguments against it we can now place a psychological argument. Those who are arbitrarily denied an equal chance to try themselves out within the social, political, and economic system of their culture are handicapped in their maturing, just as they would be handicapped in their physical maturing if they were never permitted to flex and extend their arms. And conversely, those who weigh the scales in their own favor by arbitrarily excluding others from opportunity deny themselves the kind of realistic, health-inducing test that a pattern of equality provides.

Or, to jump to a different area, we might note that one problem we face with regard to older people in our population is to give them a lifelong chance for testing themselves, measuring themselves by the demands of real situations. It is not enough for older people to be merely entertained or protected from physical privation. They need above all to keep on growing.

It is ancient wisdom that "as a man thinketh in his heart, so is he." It is new wisdom, perhaps, that as a man thinketh *about himself* in his heart, so is he. And what he thinks about himself is inextricably tied up with his past and present experiences of self-testing—in work and play, in social fellowship, in public usefulness. Only by having more such experiences than we can recall or name do we come to a sound awareness of what we can do, or can learn to do, with the realities of our physical and social environment.

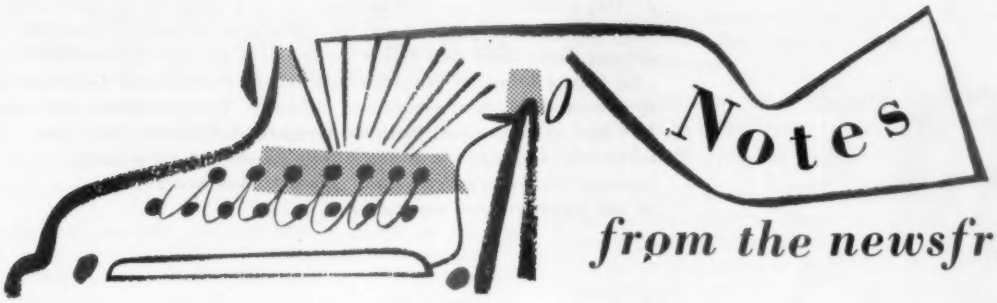
WHO ONLY WAIT

Penelope, I wish that you and I
Could have a talk—as sisters would—so you
Could tell me all the ways that I might try
(The little things, perhaps, you used to do)
To burn away the hours, melt the days,
And find a way to sleep when stars are white
With fiery splendor. Surely you had ways
Of getting through the loneliness of night?

Oh, I don't mean the spinning! That would leave
The mind too free to think, to count and count
And watch and wait, to suffer and to grieve
For springtime's loss as days and hours mount.

But, oh, Penelope, you must have known
So many ways to pass the time alone!

—Bonnie Elizabeth Parker



Mothers at Ease.—Every year twenty-five lucky Michigan mothers—most of them widows or women with large families—get a free holiday at a luxurious resort. The bill is paid by a philosophy professor who launched the project as a memorial to his own mother.

Stitch! Paste! Bang!—Three nights each week scores of children in Washington, D. C., troop downstairs into a basement workroom. There for two uninterrupted hours they wield hammers, needles, and brushes, finding vigorous pleasure in making all manner of useful articles. If a young craftsman needs help he calls on one of the six mothers standing by, part of a team of twenty volunteers who take turns working with the children. This tinker shop, launched last fall to prevent delinquency, has proven a star attraction for youngsters. They have fun in the shop, and, what's more, they're proud of the attractive mats, aprons, baskets, and other things they make during their hours of fun.

Chemists to the Defense.—Does milady break out in a rash whenever she wears earrings? Chemists have rushed to her rescue with a salve that protects the skin from the irritation that certain metals may bring on. Now milady can flash her ear jewels whenever she pleases.

Twofold Release.—A convict, faced with a fifteen-year-to-life sentence, settled down to books and study. As the years passed he learned to read and write not only English, his own language, but French and Spanish as well. Then came the discovery that he had been wrongly sentenced. After sixteen years behind bars he walked to freedom, a high school diploma under his arm. Released from prison and from illiteracy he wrote this discerning tribute to education: "Through my learning came respect for the rights of my fellow man. When I was illiterate I would get violent with people, strike them when I had an argument with them. This was because I had no words to argue with. I could only assert myself through violence. I feel that I have been rehabilitated through education."

A Prayer by Peter.—The late Peter Marshall, who served as chaplain of the United States Senate, had a gift for making memorable invocations. A master of the brief petition, he once offered this prayer: "Where we are wrong, make us willing to change, and where we are right, make us easy to live with."

Our Lengthening Leisure.—A work week of thirty or even twenty hours is on the way, says the top official of a group of businessmen whose specialty is business systems and procedures. The abbreviated work week could come within the next ten years, he observes, as a logical result of the push-button office, where electrical devices take over many duties once performed by hand.

Twilight Hush on TV.—In Britain mothers as well as children have been well remembered by television program directors. The British Broadcasting Company's *Children's Hour* is on the air from five to six. At six sharp the screen goes blank and remains so for eighty-five minutes. Why? "So that mothers may prepare dinner and start getting the children ready for bed without any distraction from TV," a BBC official explained. "The children have had it. If the screen is dark, they know there's no point in making a fuss about staying up for more."

Advice on Wheels.—One driver hung on the back of his car a sign reading: "Walk safely and avoid that rundown feeling."

Double Anniversary.—Residents of Arizona can circle February 14 twice on their calendars, once for St. Valentine's Day and once for the anniversary of the admission of their state to the Union. This is how Arizona got its nickname, "the Valentine State."

They Play by Ear.—Perhaps one of the most poignant stories in the UNESCO files is that of a group of blind children who play football, guided by the tinkle of a tiny bell inside the pigskin.

Culture on Credit.—Art lovers in Buffalo, New York, need no longer deny themselves the pleasure of having paintings and sculpture in their own homes, simply because ready cash is lacking. An art institute in Buffalo, for the first time in its history, is offering art pieces for sale on the installment plan.

Silent Music.—Piano players whose enthusiasm outruns their skill may at times try their neighbors' patience. For that matter, even expert pianists may test neighborly forbearance if they choose to play at unseemly hours. But now any pianist, skilled or unskilled, can play daytime or nighttime for hours on end, and edgy neighbors will not have the slightest cause for complaint. The miracle is accomplished with an electronic piano. By flicking a switch on this instrument the musician can make his playing audible only to himself—and even he won't hear it if he doesn't put on earphones.

End of the Line.—Whenever life deals one employment manager a blow that's several degrees rougher than usual, he stands up in his corner of this spinning planet and explodes: "There! That does it. Stop the world! I'm getting off!"

Alice McLellan Birney

In May of this year we shall dedicate the new home of the parent-teacher organization. It is only natural, therefore, that we should hear with sharper clarity than ever before the words of those tireless workers who helped bring the National Congress of Parents and Teachers to its present position of power and influence. The quotations that appear here and in the January National Congress Bulletin *not only bear witness to the prophetic insight of our leaders but are a living testament to the intelligence and goodness that inhere in the parent-teacher movement.*

Our Living History

ON FEBRUARY 17, 1897, at the historic first meeting of the National Congress of Mothers, an appeal went out. The voice was a woman's—one voice, without the benefit of radio or television. The speaker? Alice McLellan Birney—home town Marietta, Georgia, U.S.A. Here is her plea:

> Let mothers, fathers, nurses, educators, ministers, legislators, and . . . the press make the child the watchword and the ward of the day and the hour; let all else be secondary, and coming generations will behold a new world and a new people.

Do these words have the flavor of an era when rhetoric was in flower? Perhaps. We are reading the lines in 1955, hearing them with ears attuned to the crisp speech of an age of jet planes and split-second timing. But if in the accents of Alice Birney's plea we hear the faint thud of a date stamp, the message itself is not dated. It remains as fresh and pertinent as the day Alice Birney, co-Founder of the parent-teacher organization, said it fifty-eight years ago.

To whom was Alice Birney speaking? She was addressing the First Congress of Mothers, but she was beaming her message to an audience of considerably larger size—to every man and woman in the world, in fact. This she announced quite simply a year later, in February 1898, at the Second Congress of Mothers:

> Our appeal then, as now, was to all mankind . . . regardless of color, creed, or condition, to recognize that in the child lies the hope of the race. . . . Such an appeal is to all humanity on behalf of humanity.

Alice Birney wasn't alone in her pleading. She spoke for herself, for Phoebe Apperson Hearst, co-Founder, and a small group of women who shared their purpose. And the pleas were powered by a dream that all of them cherished.

Every land in the world has its boys and girls, these dreamers reasoned. And every country on earth has its parents, who love their children. Could not this love become a bond between men everywhere? Could it not draw them together and move them to act on behalf of boys and girls? And finally, could not men and women drawn together by such a dream form an organization based on these ideals?

Today the dream once shared by a few is shared by many—by nearly nine million in the United States alone. These men and women make up the National Congress of Parents and Teachers, the organization that grew out of the appeals made by its two Founders, Alice McLellan Birney and Phoebe Apperson Hearst, at the turn of the century.

TODAY on Founders Day, February 17, 1955, it may be useful for us to turn back the pages, to take a look at our heritage as members of the parent-teacher organization. Since that other February 17, in 1897, when Alice Birney made her plea to the whole world, many outstanding leaders have served the parent-teacher movement. Let's take a journey into yesterday and listen to the words of these leaders. What problems challenged them? How did they meet these problems? What heritage have they given us?

We can go to the library and seek the answers on its shelves. We'll turn first to the earliest volumes and search out passages by former presidents. Here's one by the first president, Alice Birney, who served from 1897 to 1902. It is a passage that has become keystone policy:

> If this movement is to retain its vigor it must be sapped by neither fads nor theories; it must bring to its aid . . . the best knowledge it can command.

Alice Birney could appeal to the heart, but here she is appealing also to the mind. In her enthusiasm she did not deceive herself into believing that catchy slogans and tempting shortcuts can bring meaningful change. She was chary of easy answers—and wisely so.

Her warning has been heeded. Study, discussion, deliberation—these are P.T.A. trademarks. We do not stop with mere study, however. The P.T.A. combines study and responsible action. Our appeal is to

people as thinking beings who want to realize for themselves and their children the magnificent possibilities for growth that lie within their reach.

LET'S leave the end of the century and continue our search. Here's an arresting passage. The date is February 1909:

Fathers and mothers, who realize the power of suggestion in the life of a child, will choose carefully the papers they admit to the home. The parents of this country have the power, if they will only use it, to raise the moral tone of the press. Details of crime should be suppressed.

The author is Hannah Kent Schoff, president from 1902 to 1920. Almost half a century ago she put her finger on a problem that parents are wrestling with today—the violence to which children are exposed. Our own misgivings are directed toward radio, television, movies, and the comics. But we can see here that the problem is older than any of these.

A FEW YEARS after Mrs. Schoff had urged that children be protected from the violence of the printed page, the violence of war struck the world. In January 1922, while the scars of World War I were still fresh, Katherine Chapin Higgins (1920–1923) wrote:

To ensure permanency of peace, the nations must produce men of good will. How are men of good will made? From children in homes in which the spiritual atmosphere is that of good will; . . . schools where the pupils are taught to study, play, and work together harmoniously; and . . . the nation, where liberty means obedience to law.

And three years later Margaretta Willis Reeve (1923–1928) gave thought to peace:

Peace is not merely the absence of war; it is an attitude of mind. . . . Disarmament of the heart . . . is the only enduring basis for peace on earth.

But for the date, it is hard to believe that Mrs. Reeve's words were not written yesterday. Indeed, it was only a few yesterdays ago that the world read for the first time a now famous phrase that carries echoes of Margaretta Reeve. You can find it in the preamble to the Constitution of UNESCO: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

Let's return the 1924 volume to the shelf and go on. We leaf through another volume until certain lines catch our eye. Ina Caddell Marrs (1928–1930) is discussing the program of service of the National Congress of Parents and Teachers. When, she asks, is an organization successful? Here is a yardstick that she finds meaningful, surely a measure we can still use today:

The acid test of our year's work is not what we have achieved toward perfecting a strong and stable organization, which is merely a means to an end, but what we have contributed individually and collectively toward making this world a safer, happier, holier place for the rearing of our children.

We continue into the troubled decade of the 1930's, and once more certain pages seem to reverberate with a living urgency:

Any attempt to economize on the wrong things may endanger the children. That type of economy will cost us greatly. Let us never relinquish the right of childhood to the protection which is afforded by good libraries, spacious playgrounds, adequate schools. No tax is wasted on playgrounds, on libraries, on schools, if they are keeping children from crime, from disease, and from the misery of misspent lives.

When were these words written? Not just the other day, though they might have been. They are dated 1932. Minnie B. Bradford, president of the National Congress of Parents and Teachers from 1930 to 1934, addressed them to parents caught in a time of economic depression and dwindling school revenues. They would make appropriate reading today in almost any community where voters are casting ballots for a bond issue for a new school.

OF RECENT years one stormy question has been raised in many, many communities: What shall the public schools teach? Have any of our presidents spoken on this issue? We don't have to turn many pages before we find an answer:

It is not enough to teach children how to read and write and figure; we must give them a knowledge of economic,

This portrait of Phoebe Apperson Hearst now hangs in a new elementary school that bears her name in Sacramento, California. Gathered at the impressive dedication ceremony are, left to right, Mrs. P. D. Bevil, past president of the California Congress of Parents and Teachers; William J. Burkhard, superintendent of schools in Sacramento; Mrs. Carmel Arthur, principal of the new school; Randolph A. Hearst, holding the portrait of his grandmother painted by Charles J. Fox; Mrs. George Ninnis, president of the Sacramento Council of P.T.A.'s; and George Hearst, Jr.

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civic, and cultural conditions in their own country and throughout the world. They must know the principles of all types of government so that they will understand why we believe that a democracy is the best form for the U.S.

Time has not frayed this idea, nor have the years tarnished another passage by the same author, Mary L. Langworthy, president from 1934–1937. Speaking calmly above the clamor of fear, she defended man's right to explore ideas freely.

This is the least that we, as intelligent beings, can do—keep the door of thought open to new ideas. If upon examination they seem wrong, we may cast them out as not belonging to us, but let us never fear to examine them.

Frances S. Pettengill (1937–1940) reminds us of the way ideas and ideals become part of our lives:

How are questions of the day decided, and where are patterns for democratic living determined? Some are decided in council meetings and deliberative assemblies, but many more are decided by people who have come together just to be happy—in picnic groves; in parks; on excursion boats; in trailer camps; in family gatherings and class reunions. Wherever people, young and old, dance or sing or play or hold happy converse together, there the democratic idea is finding fulfillment.

We reach for a volume in the next decade—the war-torn 1940's. Leafing through it we find messages that focus sharply on the child. When children suffer, the nation suffers; all men suffer.

In April 1943 Virginia Kletzer (1940–1943) put it this way:

Child labor and other forms of exploitation; neglect of conditions that lead to delinquency; curtailment of educational opportunities; failure to safeguard the health of children—all these are ways in which we waste our most important resource for peace.

Our objective is not world peace *per se;* it is a better world for everybody to live in. While statesmen determine the just peace, citizens must build better cooperation and better community institutions.

In 1944 Minnetta A. Hastings (1943–1946) summed up our central purpose in these words:

This is our theme, and in it lies our challenge: All children are our children—children of all races, of all countries. For the world has shrunk until we cannot and dare not think of ourselves alone.

In February 1946 she rounded out the theme, filling in the stark facts that faced the postwar world:

Today child welfare is an international problem. Since the beginning of World War II children have suffered as never before. Cold, hunger, tuberculosis and other diseases, the separation of families, deportations, the devastation of land and of the human spirit that warfare brings—all have combined to raise the rate of infant mortality and to leave the survivors in a truly pitiable condition. These are the children with whom, in years to come, our boys and girls will have to build this better world we are attempting to bring into being.

In October of the same year Mabel W. Hughes, entering upon her presidency (1946–1949) wrote:

During and after a great catastrophe, nothing is quite the same as it was before. Youth, which bears the brunt of every clash between nations, has been growing up in a period of unprecedented strain. Little wonder that so many young people today are insecure, impulsive, and uncertain about what standards are fit to live by.

She wrote too of the power of the family, the common denominator of our democracy:

Out of his experience of life in the home is formed the child's first conception of life in the world. Prime generator of friendship, love, good will, and respect for the rights of others, the family is the most forceful agent we have for building moral standards and spiritual security. It has the power, if it will but use it, to insist on the correction of all public abuses—juvenile delinquency, inflation, educational inequalities, the teacher shortage, or anything else that threatens the American family.

We have reached the end of the shelf. We hold the last volume in our hands. And, fittingly enough, we find in it a potent reminder of our abiding influence, voiced by Anna H. Hayes (1949–1952):

We parents and teachers . . . guide and teach children. We are thus deciding the greatest issue of our time—the kind of people who will determine the trend of civilization in just a few years.

A reminder, too, of what still must be done:

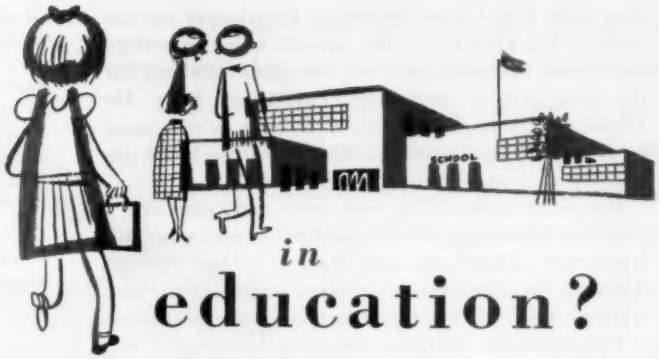
When every community can offer its children homes adequate to develop integrity, industry, loyalty, and faith; schools inspired to develop the innate resources of each pupil; and other public agencies maintaining standards consistent with the ideals of good homes and good schools—then the parent-teacher association will have become in fact the complete realization of the firm beliefs of our Founders. Then it will have become an instrument for democracy through which all people may find a place to combine their total strength in service for the citizen child, whose destiny *must* be a free world.

We have put the volumes back in their places. Our brief excursion into yesterday is ended. What impressions remain? What have we learned?

We have learned that not only does our past provide a challenge to our loftiest living; it also gives us continuity. It lights the paths to be followed, the pitfalls to be avoided. Moreover, from what has gone before we have found out which alternatives work and which do not. And from our Founders we have learned that leadership is a trust, a service to be given selflessly. To Alice McLellan Birney and Phoebe Apperson Hearst and to those builders who followed them, we say on Founders Day:

"We honor you this year and every year of our lives. We are not disheartened by the immensity of the tasks that lie before us or the time it will take to discharge them. Inspired by our glorious heritage, we shall go on in strength and faith to carry forward the ideals that are our immemorial birthright."

What's happening in education?



• *I am an elementary teacher attempting to find out what parents expect of seventh-grade teachers. I propose to do this through the use of a questionnaire to be mailed to the parents of twelve-year-old children. I am now in the process of constructing this device, but I find that I need some help. I had planned to investigate such areas as character, personality, innate ability, educational qualifications, classroom management, professional status, and teacher influence. Can you suggest other areas? Should I omit any of the above? I would greatly appreciate any suggestions for items to which parents could react with* Yes, No, *or* Undecided.—H. D.

Though I applaud your desire to learn the views of parents, I doubt that you should rely on any single device to yield results useful to you or other teachers. What you want to do is fashion a measuring stick to be held up beside Teacher X. On this measuring stick would be certain notches—character, personality, professional status, and so on. Do you think this would work?

Teacher X's employer, the superintendent, must apply measuring sticks whenever he hires a teacher. He knows what the state requires. He has the records of previous employment, of education, and of grades. Accompanying the application are reports on character. And yet even when experts try to apply measuring sticks to teachers for professional purposes, their efforts often end in grief and failure.

Why? Because teaching is an art. Each artist practices his art in his own way—a style that fits his personality, training, experience, and ability. Trying to measure teachers is like trying to apply measures to Rembrandt or Grandma Moses. Let me illustrate with a story James Michener wrote before he went to war and came back with the yarns that became *South Pacific*. The story appeared, I believe, under the title "Who Is Virgil T. Fry?"

Fry was a teacher replaced by the man who writes the story. Arriving at the school in the fall he first hears of Fry from the principal. Fry had been a disturbing element, it seems. Other teachers confide to the author that the school can get back to normal now that Fry has left.

Then he begins to hear about his predecessor from the students. "This isn't the way Mr. Fry discussed things," one tells him. Another says, "Mr. Fry would have done it this way." Gradually it dawns on the new teacher that Fry had won the admiration and loyalty of the students. He had come into a traditional school like a fresh breeze. He introduced new methods, stirred the students to discover and love knowledge, established close ties with them. And the more he won over the students, the lower he fell in the estimation of his professional colleagues.

Mr. Michener leaves you with the conviction that the professional estimate of Mr. Fry proved to be quite wrong. Actually Mr. Fry was a great teacher, too good for the community that hired him but not too good for the students who loved him. How, may I ask, can one apply a measure to such a teacher?

• *My boy, a college freshman, is thinking of quitting school and going into the military service. He argues that it is best to complete his military duty now, then finish college afterward. He says the business organizations that recruit employees in the colleges are interested only in boys who have done their stint in the service. My boy's marks are high enough so that he can remain in college if he desires. He seems very confused, and so am I.*—Mrs. R. R. D.

No wonder both of you are confused. There is too much uncertainty about what military training and service we expect from our young men—when, how long, and under what conditions. We can't dodge the threat of Soviet power in the world, and as long as it remains a danger to the free world your sons will be called up under some sort of law to learn how to stand guard.

Will it be the present Selective Service Law—admittedly jerry-built, admittedly unfair and inadequate—or will it be a new law that considers both the needs of our nation and the lives and ambitions of our young men? By the time this appears in print you

may have heard from President Eisenhower on the subject. He knows that the present selective service legislation, designed for a war emergency and not for the long pull of peacetime, expires in June. He knows, and Congress knows, that some action must be taken this spring or the nation will be left without new sources of trained manpower.

But what action? You will hear arguments for a two-year extension of the present selective service legislation. That's the easy way. It would put off decisions on a rounded program of universal military training until after the next congressional elections.

Postponement becomes tempting because of *our* indecision. Our failure to come to grips with the issue only tends to encourage indecision in Congress. Polls report overwhelmingly that boys and girls realize the necessity of military training. Youth is ready to serve. But young men want the terms of their service to the nation made definite and fair to all. We have no right to leave them in their present state of uncertainty. We have a duty to be fair and exact.

Of course we do not like to look toward an established military training program in time of peace. Of course we look longingly for panaceas, like protection by long-range bombers. But no military man will trust any panacea. Nor should you. The sooner all parents face this problem, the sooner Congress will pass workable, definite, and fair selective service laws.

• *Our superintendent has asked us to get behind a drive to hold the teachers we now have and recruit more good ones. Resignations in our school system are much too high—or seem so to us. What can we do in a practical way?*—MRS. M. G. B.

How well do you know your teachers? I mean their personal problems. If yours is a small town, then you do know them well. In city and suburb the parents can take a leaf from the "teacher autobiographies" collected by the faculty of New York University's School of Education.

What is a teacher's life like today? Listen to "Gertrude's Day," a biography quoted by Professor Frances Mayfarth:

To help you know me better as a person and as a teacher, I know of no better way than to share with you a rather typical day in my life. I arise at six A.M. and grab from the bathroom hamper a load of dirty clothes, which I dump into the washer in the kitchen. Start the cereal, put on the coffee, and set the kitchen table for breakfast. Scoop up the morning newspaper and four quarts of milk from the hall outside my apartment door, glance at the headlines, and store the milk in the refrigerator.

By this time my three-year-old is awake and crying for me to take him up. I've never had the time or money to buy him a new bed, and he still sleeps in a crib with high sides. To the bathroom with pleasant chatter about what he wants for breakfast and what he plans to do in nursery school today. Back to the kitchen to add more detergent to the washing, to take the coffee pot off the stove, to stir the cereal, and to pour Tommy's orange juice, calling to him that I'll help him dress later and to come now to eat his breakfast. He's up and at it in good spirits. No feeding problems with him. Later we are joined by six-year-old Maggie and nine-year-old Tim, both in various stages of dress and undress. And so breakfast, laundry, dressing, and packed lunches are over with by seven-thirty. Off to school the four of us go.

The bus is slow in coming and already filled to capacity, but the driver takes us on with a "Move back in the aisle, can't you?" We leave the bus five blocks later and enter the Children's Center. Tommy is kissed good-by. Maggie and Tim continue on foot to their school. I board another bus for my school across town.

I barely make it by eight-thirty and dash into my classroom to find it already filling with my forty-four seven- and eight-year-olds. I glance at several office announcements on my desk, begin to collect the milk money, remind the housekeepers to get on the job, direct a child to take the readers to Miss Lewis across the hall, turn up the heat, regulate the shades, write an assignment on the board, and we're off to another school day.

Margy is late as usual. Concha has a large sore at the corner of her mouth, and Virgil has lost his cap (he had it on when he came in). Mrs. Costa appears at the door with a wailing Marcia, and both mother and child must be comforted and soothed. But we go on with our reading and our arithmetic and find time to talk about the cocoon in the butterfly cage. An uneventful day passes, with a staff meeting at three-thirty.

I'm on the bus again at four-fifteen, stopping off at the after-school playground for Maggie and Tim. We walk to the Children's Center to pick up Tommy, then go to the grocery store for food and supplies. Home again at five-thirty. Time out to visit with the children about their day and to share mine with them. Then the children are fed, their chores are done, and clean clothing is laid out for the morrow. With the children in bed at eight, I begin to iron the clothes washed that morning. At ten, a bit weary and lonely in the quiet apartment, I pick up the morning newspaper and read a while before dropping off to sleep.

The only variations in the schedule are the nights when I have this class, from six to ten, and the week ends, when I catch up on all the undone jobs, visit my husband in the hospital for the mentally ill—he is a war casualty—and take the children to the park or to a movie. Not a very exciting life, is it? But what else can I do? I'm just thankful that we can all keep well and keep going.

Who are the "Gertrudes" in your school who bear heavy burdens in school and out? What are you doing to smooth the way for women in their thirties and forties? (The average age of women who work runs up to thirty-eight.)

More than half the teachers in high school are now men, and many are supporting families on a small income. Is your community sensitive to their problems? It is with an understanding of human lives that your efforts to hold and recruit teachers can well begin. —WILLIAM D. BOUTWELL

We have long known that good citizenship is teachable. But how can it best be taught? Can it be cultivated as manners are cultivated, or good speech? Some schools have worked hard to justify an affirmative answer. Here are techniques of their devising.

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Stanley E. Dimond

Keys to Good Citizenship

This is the sixth article in the 1954–55 study program on the school-age child.

THE DEVELOPMENT of good citizens is a complex undertaking. Family, church, and school make important contributions. So do TV, the movies, the radio, friends, newspapers, and work experiences. But the exact nature of this process is still a mystery.

Consider the cases of Woody and Hal. Woody today is in a respected profession, a decent father, a voter. He pays his bills; he's a good citizen. Hal is in a state penitentiary serving a life sentence for murder—a thug, a gangster, a poor citizen. But Woody and Hal lived next door to each other in a modest, middle-class neighborhood. They went to the same public schools, the same Sunday school, played with the same gang. Both boys were bright; both had fine personalities. Yet Woody graduated from high school and college with honors, while Hal became truant and dropped out of high school in the tenth grade.

How does one explain the mystery of two boys so alike at fourteen and so different at forty? Was the school to blame? Was Woody touched by some unknown great teachers? Was Hal neglected in some large classes? Could it be that the death of Hal's father in an auto accident when the boy was twelve made the difference in these two lives? Or was the *Police Gazette* in the corner barber shop to blame?

But all is not mystery in the process of citizenship education. Studies of recent years have underlined the importance of certain civic education practices. The experiences of many different schools have given promising leads. There are several keys to good citizenship that warrant the attention of schools throughout the country.

Poor citizenship is frequently a mental health problem. A lack of love and affection, an inability to win friends, constant school failure—these are

some of the conditions that seem to lead toward undesirable behavior on the part of children and youth.

Tom skips school because he has had so few success experiences in his classes. Joan stays out late nights and associates with bad companions because there is no affection to be found at home. Tim has overburdening guilt feelings because his recreational interests are in conflict with his religious creed. Jane has quit school because she was never able to do arithmetic as well as other children.

The First Key

The failure to satisfy children's basic emotional needs has come to be recognized as a likely cause for bad citizenship. Schools that are aware of the fundamental character of these needs strive to eliminate unnecessary emotional blocks by various devices. For example:

• *Teachers study children with more care.* In one junior high school, teachers who teach the same group of children meet together regularly to exchange information about the behavior of students. In an elementary school, the teacher remains with the same pupils for more than one year so as to be able to watch changes that take place over longer periods of time. A senior high school is employing problem check lists, aptitude tests, and studies of friendship patterns to help get the facts about adolescent behavior.

• *Guidance programs are expanded.* One school system has increased the number of visiting teachers in order to improve the coordination between home and school. A secondary school is reexamining its home-room program to shift the emphasis from administrative announcements to counseling by classroom teachers. Pupils' records have been moved from the principal's office of one school to the classrooms to make them readily available to teachers. An elementary teacher has been freed from classroom teaching to become a special counselor in her school.

• *Instruction is geared to children's abilities.* The single required assignment for the whole class is being broken down into individual and group assignments. Options are offered; everyone is required to do something, but pupils can make their own choices among many suggestions. Classrooms are supplied with books of varied difficulty. Thus a principle of self-selection is introduced. No one pupil is permitted to fail at everything, because teachers have determined that every child in school shall know at least one success experience.

The good citizen in our country must understand the meaning of democracy and have the skills to live democratically. Our republic is engaged in a world struggle with Communism—a struggle that will require all young men in the foreseeable future to give part of their lives to military service. The effects on these men, and on young women too, are not clear. It is certain, however, that young people must have a good understanding of our ideals, our political backgrounds, our economic system. And they must have opportunities to practice democratic behavior. Here are some ways in which schools are providing those experiences:

• *An intellectual understanding of democracy is achieved.* The study of American history and American government is undertaken in elementary school, junior high school, and senior high school. The lives not only of great leaders but of ordinary people are analyzed. The position of the United States in world affairs receives attention. Units about democracy in the family, in the school, in business, and in government are taught in some schools. A study of the contrasts between life in the United States and life in Russia has strengthened children's faith in democracy. Sometimes a class lists the purposes of democracy and then uses the list to test past historical events and present-day happenings.

• *Strong emotional loyalty is encouraged.* Loyalty is created by a many-sided approach. Observances of national holidays are important. One high school commencement stirred imaginations and gave inspiration by basing its program on the theme "Liberty." A program planned and conducted by a fifth-grade class around the revised version of the Pledge of Allegiance was both dramatic and thoughtful. Respect for the flag was achieved by proper observance of flag etiquette and a study of the meaning of flag symbols. Pictures of patriotic shrines were used by one teacher to foster devotion to democracy.

• *Children practice democratic procedures.* There is little point in studying about democracy and using emotional appeals to strengthen loyalty to democracy unless children have a chance to participate in a democratic system. Student government at one school, therefore, has been reexamined to determine how far all students take part in selecting their representatives and to increase the flow of information between the student council and the students. A junior high school has developed a leadership course to help outstanding school leaders acquire necessary skills and to understand the role of the leader in our society. One school system has tried to make sure that every child gets experience in pupil-teacher planning at least once at each level of the school system.

Improving the Ability To Think

The citizen in a democracy has to make many decisions. Public officials have to be chosen; serious social problems have to be solved. Will Smith or Riley make a better mayor? Should taxes be raised to pay teachers more? What should be done about

the nation's highways? TVA? Public housing? Universal military training? Immigration laws? Citizens always have to make choices. These choices depend upon adequate information and the ability to think carefully. Students are prepared for their civic roles in various ways:

• *Controversial issues are studied.* One large city has adopted a code for the teaching of controversial issues. Believing that pupils should have the opportunity to study current issues under the direction of skilled teachers, this city has established a body of rules for the effective teaching of controversy. As a result teachers have a feeling of security and encouragement, while pupils have freedom to learn. Another city has developed a plan for reviewing whatever instructional materials some citizens may think undesirable for school use. The teachers are encouraged to analyze outright propaganda materials in order to help the young student develop immunity to propaganda. Yet at the same time the review procedures protect them against unfair criticism. One board of education supplies schools with current events papers and magazines to make sure all children have access to reliable information.

• *Problem-solving procedures are taught.* Adaptations of the method of science are taught systematically at designated grades in some schools to give practice in problem-solving procedures. Problems are defined; proposed solutions are suggested; evidence for solutions is gathered; conclusions are drawn. Personal problems, family problems, school problems, and community problems have provided sources for such activity. A junior high school science class studied the problem of acne. A tenth-grade geography class tried to solve a water pollution problem in a lake area. A high school student council offered solutions to the problem of boys' skipping school during hunting season. A geometry class searched for evidence on the skill of adolescent automobile drivers—in a "nature-of-proof" experiment.

Engaging in Civic Action

Good citizenship is not passive; it is active. Memorizing the Bill of Rights does not mean that the memorizer will grant freedom of worship to others. Learning the term of office of the President, governor, or mayor does not mean that the learner will become an intelligent, regular voter. The good citizen not only knows his civic duties; he performs those duties.

• *Out-of-class activities are encouraged.* A rural community makes school buses available for regularly scheduled class visits to factories, social agencies, courts, and governing bodies. One school permits each teacher and his class to be away from school an entire day. Another school system has prepared for its teachers a bulletin listing places in the city to be visited, together with names, telephone numbers, and other helps. For admission to a certain high school honor society, community service receives equal credit with school service.

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• *Participation in public affairs is practiced.* Students have provided free baby-sitting service on Election Day as one aspect of a get-out-the-vote campaign. Speakers' bureaus have been developed in some schools to keep citizens informed on public issues. Students have organized aircraft-spotting teams, not to mention tot-lots, teen-age centers, record-lending services, and safety campaigns. Surveys of traffic hazards, public opinion polls, and soil-erosion projects have been undertaken by school children in some communities. Studies of housing conditions, recreational facilities, and industrial needs by students have influenced city planning commissions.

When Hal entered the state prison to begin his life sentence one key was used to open an outer gate. Another key was used to open an inner gate. A third key was used to open the door to his cell block. The state did not trust one key to do the job of keeping Hal in prison.

Schools that wish to improve citizenship education programs can draw an important moral from the prison keys: The use of more than one key is needed to open the doors to good citizenship. Reliance on one key or one approach will not do the job. All the keys are needed to make a balanced program of citizenship education.

Stanley E. Dimond was director of the famous Detroit Citizenship Education Study from 1944 to 1949 and in 1950 joined the University of Michigan faculty as professor of education. Past president of the National Council for the Social Studies, Dr. Dimond is the author of Schools and the Development of Good Citizens. *He is the father of two young citizens, both boys.*

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HOW FARES THE

Margaret Mead

THE PRESENT American family is caught between two images—the image of the family people seem to think we once had and that of a new, emerging one. In between the two there is a real family, and it sometimes has a rather hard time.

You all know the old ideal of the family. The grandparents were in it; they were welcomed and loved. There were a lot of tools for Grandfather to mend and socks for Grandmother to darn. Everybody supposedly had the same education, and they all spoke the same language. They lived in the country in a big house. Children were assets, so that people were delighted to have any number of them. And the family always did things as a whole, even to walking home from church on Sunday night.

This may sound overdrawn—and it is. But we should realize that this is the family against which American families are always measured. If Grandmother doesn't speak English, it's a pity. She isn't like the old-time grandmother. If the children want to go to the movies, it's a pity; it breaks up the home.

On the other hand, there is the brand new post-World War II family that most people haven't caught up with yet. It is one of the oddest families that has ever been seen in the Western World in historic times—probably because it is one wherein Father has been allowed back into the nursery after having been kept out of it for several thousand years. And we have found that apparently there is a deep tendency in the human male to respond to small children. Today's young father, the post-World War II father, wants a baby every year. If he could have them oftener, he would like it even better.

I had an interesting conversation with a taxi driver a short time ago. He said he had given up driving at night because his baby daughter was noticing his absence, so he was driving only in the daytime. He said, "I had a girl first. I am glad too because it is easier to bring up a girl. I had to learn how to manage the formulas and bathe her and change her and look after her. Now I am going to have a boy. I think I can deal with him."

I said, "How many children are you going to have?"

He said, "I am going to have four. I would like to have six, but I think I can certainly handle four." No mention of his wife at all!

The New Design in Families

This is the new family that is emerging, the family in which the young father thoroughly enjoys the children and goes to parent education classes. Usually the couple marry very young, often in high school or college, and have children right away.

This is the family that our own adolescent children are seeing, among their older brothers and sisters, cousins, and neighbors. Yet the average contemporary family is neither that of the ideal, harmonious past nor the new father-participation family. The average family today, with children who are in elementary school and in high school, still belongs to the period when fathers left the children to mothers and played golf or went fishing on week ends.

This family must now adjust to new demands for the greater participation of the father and also adjust to the lessening importance of objects, of things. The modern young bride may not unpack her wedding presents for ten years. She leaves them with her parents. Couples today live with hardly any possessions—just the children, an automobile, dogs, and cats. They have become much more migratory, much more in-

Family portrait, dated 1955, shows some striking differences from earlier family portraits. What are these differences? How did they come about? Are we taking full account of them? The American family of today is here seen through the trained and searching eyes of a distinguished anthropologist, author of And Keep Your Powder Dry *and* Coming of Age in Samoa.

sistent on good relations between human beings. (There's nothing like spending a lot of time in an automobile with children and cats and dogs to produce good, warm, close human relations!)

All these developments are still only trends, yet we are judging our homes in terms of them, whether or not we are living up to them. And in this new picture of family life, the emphasis is on the kitchen as the center of the home. Many people still have impossible little kitchens with no extra room except under the icebox—a place just dangerously big enough for the baby to crawl into. Nevertheless people now feel they ought to have a large kitchen, just as they feel that Father ought to bathe the baby and participate more in the life of the home.

Recently when I was visiting in a Middle Western town, I talked to the fourth generation of a family that my family has always known. There were two young girls, about twenty-three and twenty-five years old. One had three children, the other four. The older one said to me, "You know, Mother started to bring us up very strictly, on schedules and everything, and then she began reading Spock and Gesell. Now we don't have to bother with Spock and Gesell. We just use common sense." Common sense is perhaps what comes after someone has absorbed Spock and Gesell. Because mothers read them a few years back, daughters can move much more easily than parents have been able to move in quite a long time.

A German-educated psychiatrist, Hilde Bruch, wrote a book not long ago called *Don't Be Afraid of Your Child*. It was all about how worried and anxious parents are—until the last chapter. There Dr. Bruch made a confession. She said she had discovered she wasn't talking about this generation of parents at all but about the last generation. The parents who worried and read books on child care and took courses were terrible parents, she *thought*, but their children are turning out to be the best parents we've ever had!

Why, then, is there so much juvenile delinquency? Why is it still so difficult to bring up adolescents? The juvenile delinquent of today, of course, comes out of the family of yesterday, the family that was under terrific pressure during the war. We are seeing now the effects of that strain. Moreover, in the absence of anybody else to blame things on, we have focused on teen-agers. For generations we were able to blame the immigrants. Then during the war we blamed the hillbillies, who moved into the cities and whom we held responsible for all the new crime and all the new trouble. Now we haven't any hillbillies or immigrants to speak of, but we are used to blaming groups of people, so we have picked the teen-agers. If you look carefully, you will find that all the things we used to deplore when racial and religious groups were identified, all the labels we used to pin on these groups, we now pin on teen-agers.

Over and over we read in the newspapers about crimes committed by "teen-agers," and their exact age is carefully given also. There isn't the slightest need for both except to identify a criminal group. Remember the boy who let off a flash bulb in Congress and scared everybody to death because they thought he was another Puerto Rican nationalist? He was described as a "thirteen-year-old teen-ager."

This practice has serious effects on our own children. They realize that being a teen-ager means you are the kind of person who is likely to do bad things. One of the important needs at present is to try to stem this tide, stop stigmatizing "teen-agers"—a phrase that

involves all our young people, including the ones who belong to young people's groups and the ones who go to church every Sunday.

An interesting step was taken some months ago when a Middle Western city destroyed every single record of juvenile delinquents under sixteen. The townspeople said, "We are not going to have our children's future compromised by the mistakes that they made as children." Let's keep our teen-agers' past flexible and not allow it to compromise their future.

Another point is our realization that we may be keeping many children in school too long. The rioting that has been going on in some city high schools is often started by children who have no idea why they are being kept in school. If they were allowed to leave—carefully protected and supervised, of course—they would probably find out why. So we may have to redesign our educational system in the next few years to let children leave school at fourteen, with a guarantee that they can come back whenever they decide it might be a good idea to learn something more.

One reason we keep desperately raising the age for compulsory school attendance is our feeling that this is all the free education our children can get, so they'd better get it now. Most parents regard it as fatal for their child to leave school, regardless of how he himself feels. Everywhere today we find sons and daughters of college-educated parents who rebel against going to college. If they are forced to go, they may run away from college. They may join the Merchant Marine or take an unskilled job somewhere, and in a couple of years most of them discover it is a pretty good thing to go back to school. Some of them go back, but they are the ones whose parents have money enough to let them do it. What we are going to need is a system of public education that will enable people to go back. They won't need to be so desperate if we let them stop and look a little while, and we won't need to keep so many children in school who don't want to be there, who are compromising the education of those who do want to be there.

Some schools, in the name of democracy, make little effort to prepare their students for higher education. Their theory is that most of the children in school don't want it, and therefore it would be undemocratic to prepare them for it. Yet I believe it could be quite fatal for the country if our public schools failed in helping the children who do want higher education.

We seem to have the idea that our children won't have time to get everything in. We tell our teen-age boys, "There used to be time to take your time. There used to be time to look around, but now there's the draft, and your education and your career will be interrupted." At the very period in our history when the expectation of life is longest, instead of letting our adolescents stretch a bit and feel that taking a year off wouldn't matter too much, we are putting an extra

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amount of pressure on them. We want them to hurry, to act as if life ends at thirty!

A New Design for Discipline

Another problem in the American family is discipline. Today most American parents feel doubtful and nervous about giving orders. We still do it, but we have lost our sense of conviction. We are not quite sure that being a mother or being a father makes one all-wise and all-seeing, with the right to give an infinite number of orders, so our voices are weak, and a weak voice does not get obedience. If you say timidly to your teen-agers, "Now you *ought* to come home at such-and-such a time," they may do just the opposite. But they will feel miserable too because after all you did say they ought to come home and they didn't.

Meanwhile we have brought up our children to live in a machine world, a world in which "ought" doesn't have much of a place. It isn't really very useful to say "You *ought* to turn off the stove." What you have to say is, "Turn off the stove." It isn't any good to say, "You ought to remember to put gas in the car," because if you don't put gas in the car, it won't go, and you will have to walk. In the old days of horses and buggies, if you ought to have started earlier but didn't, you could always whip the horse.

In the old days when you gave the wrong telephone number to the operator, she said, "You don't mean that number, you know. That's Mrs. T. Jones' number. You want Mrs. L. C. Jones," and you said "That's right." But you can't do that with a dial telephone. You can talk to it forever, and it will never hear you.

Our children are growing up in a world of necessary rules that are of a different order from the rules that are based on *ought*. That set of rules has been replaced by "Turn off that gas. Put on that brake. Put in a new light bulb." For in this dangerous mechan-

ical world children must obey instantly. In fact we have more need for instant obedience today than ever before—and we are getting less.

But if a parent is going to ask for instant obedience, he in his turn has to promise, "I will never give an unnecessary order." If you mothers of youngsters kept a list of the orders you give in one day, you would find that 75 per cent or even 90 per cent of those orders were absolutely unnecessary: "Don't wiggle," "Take that out of your mouth," "Put your feet under the table," and so on and on. Half the time the children don't obey. And when you suddenly say, "Get back on the sidewalk," because there is a car coming around the corner, they may not obey then either.

This crisis has developed because we parents have come to doubt our right to make demands merely because we are parents. That is why, no matter what words we use, our tone of voice says, "I am going to tell you to do this, but I don't expect you to do it." Now it is up to us to shift from the old parental role of "I am your mother" or "I am your father, and what I say goes" to the new role in which we say, "I am a responsible person in this situation. Therefore within this situation you must accept my judgment. I on my side agree not to bully, not to nag, not to give unnecessary orders."

This puts us in the position of being consulting experts. Our teen-age daughters are given an allowance —not too large a one—and they can consult us about the quality of the clothes they buy. Instead of telling them they can't buy a certain hat, in our capacity as experts we help them discover how to get two hats for the same amount of money. Our whole position has changed. The children have the responsibility; we are the consultants. It looks very much as though this would be generally true in the new family.

Widening Circles of Security

Finally, we are beginning to recognize more and more the extent to which any given family can function well as a group. This depends not only on the efforts of everybody in the family—with the children helping to keep the parents adjusted and the children and the parents helping the grandparents and vice versa—but also upon the neighborhood and the community. We like to have friends of our own choosing in the neighborhood where we live, friends with whom our children feel safe and protected just as their children feel safe and protected with us.

And today, too, we are beginning to realize that no family in the United States is in a position to make well-adjusted teen-agers or well-adjusted adults all by itself. Each family is and must be part of a wider community, and only with the cooperation of a network of parents is it possible to establish the kind of community where children can grow up safely.

Just as we are developing the best family that America has ever had, and one of the best families the world has ever seen, we are also coming to realize the extent to which any one family is dependent upon the well-being of a whole group of families with which it is in continuous communication. And that group is dependent upon the whole nation, and the nation upon the state of the world.

This article was originally an address given by Margaret Mead at the 1954 convention of the National Congress of Parents and Teachers. Convention delegates as well as the newspaper-reading public will recall how vigorous was the response to Dr. Mead's views. Anticipating the same thoughtful reactions from our readers, we have invited four well-known persons, each an authority in his field, to comment on some of her major points. We hope these comments, which constitute what we might call a "symposium in print," will likewise inspire you to express yourselves. We cordially invite you to write us your ideas and opinions.

James P. Mitchell
Secretary, U.S. Department of Labor

PERMITTING the discontented fourteen-year-old child to leave school may solve the school's problem, but it isn't likely to solve the child's. It seems unfair to immature boys and girls of fourteen to let them follow their whims and leave school when we know the penalties they will pay. They will be more bewildered and frustrated than they were in school when they find how hard it is to get and keep a job—and when they see how handicapped they will be in trying to make a living in modern business with their meager training.

Employers demand of applicants more education today than they used to, plus the ability to get along with others and to see a job through. Business cannot take the time to work with problem children who rebel against discipline and cannot get along with teachers and fellow students. Training is costly to the employer, and he is unwilling to invest in a poor risk. What one writer calls "first-job washouts" cost industry many millions of dollars a year. Who is to give fourteen-year-olds the guidance and supervision they need in order to become good workers if the schools drop them?

Most communities find it difficult to solve the employment problems of those who drop out of school at sixteen. Census reports show that in 1953, a record employment year, 41 per cent of the sixteen- and seventeen-year-olds who had left school could not find jobs or for some other reason were not working. Few of these dropouts are persuaded to go back to school. It would only increase the difficulties if we added more youngsters to this group out of school and not working.

Meeting the needs of discontented boys and girls in a constructive way challenges all of us. Instead of being too restrictive, child labor standards in many states today are too low. Only half of the states require school attendance to the age of sixteen and prohibit employment during school hours for minors under sixteen. Rather than lower the minimum age in these states, it would be better for other states to raise their minimum age for leaving school to sixteen years.

While boys and girls are in high school they can have opportunities to experiment and explore job possibilities in vacation and part-time jobs. School guidance services will help the students in work-experience programs and on vacation jobs to see what employers expect. The school can then help them measure up to these requirements. All of us ought to give every encouragement to educators who are trying to provide the services that these young people need.

Alice Keliher

Professor of Education, New York University

I AGREE with what Dr. Mead says about pinning labels on our adolescents. Instead of throwing brickbats at them we ought to be trying harder to find out what they are thinking—and making use of it. I have had the privilege of meeting with young people all over the country, and I have discovered that these boys and girls never let you down. Get them together and you'll find that they reveal tremendous insight. In our schools and our community groups we ought to do all we can to guarantee this insight.

The National Congress of Parents and Teachers and other large organizations are tending more and more to include young people in their meetings. The American Public Health Association, for example, not long ago had a panel made up of five medical experts and several high school boys and girls from thirteen to seventeen years of age. I don't know when I have seen dignity and humility so beautifully combined as in both those groups during that discussion. I was particularly interested in how they handled the question of whether fear is a good motivation for public health action.

Recently, too, I heard a panel of eleven-year-old youngsters at the American Association for Health, Physical Education, and Recreation. It was very interesting to discover what remarkable insight those youngsters had into the problems of community health.

I also like what Dr. Mead said about discipline. From my own experience I know how important it is for us to distinguish between firmness and harsh authoritarianism. I remember a youngster who was staying with me one summer. He had agreed to vacuum-clean his room, but when it was obviously time for him to do it he insisted that this was not the day. I said it was, but for twenty minutes he held out. At the end of that time he grabbed the vacuum cleaner and vacuumed the room. That night I said to him, "I was pretty tough with you, I guess." He replied, "You wouldn't have been if you didn't care about me." Our children *want* firmness from us—but not harshness.

Ivan A. Booker

Assistant Director, Division of Press and Radio Relations, National Education Association

IN PROPOSING that "many children" be allowed "to leave school at fourteen—with a guarantee that they can come back whenever they decide it might be a good idea to learn something more," Dr. Mead is embracing a theory of education which happily is all but extinct. The time is past for maintaining an inflexible program to which pupils either subscribe or get out.

There is an alternative. The nation's better schools are demonstrating conclusively that school programs can be developed to challenge the interests and meet the needs of *all* the pupils. It is not always done, but it can be.

I do not ascribe all youthful misconduct in school to boredom, irritation, or rebellion against a meaningless school program. But whenever it does stem from that source the remedy lies in program adjustment, not in wholesale dismissal. The youngsters who would leave school at fourteen under Dr. Mead's plan have perhaps the greatest personal need of schooling. For the most part they lack employable skills. Often too they need mature and systematic guidance, which they are not getting at home or anywhere else. Neither youth nor society will benefit from a policy that literally abandons its most immature and irresponsible boys and girls. They are left to face life unprepared until they learn the value of education "the hard way."

The percentage returning to school after such experiences would be negligible, irrespective of "guarantees." There can be no guarantees against the incessant demands of family responsibilities and other obligations that almost overnight will chain untold thousands to their blind alley jobs. Nor does job experience necessarily bring an appreciation of education, no matter how advantageous further study would be.

Every educator deplores meaningless school activities, even when they stem from school programs that are well adapted to the college-bound. That problem must be solved. The solution, however, lies in better education for *all* the school-aged group—not in educational neglect for the many.

Karin Walsh

City Editor, Chicago Sun-Times

DR. MEAD'S point about labeling teen-agers brings up the question of whether newspapers should even give the names of juveniles in crime stories. A conscientious editor, approaching this problem, will be torn between his job to inform the community and his responsibility not to hinder the community in its effort to rehabilitate wayward youth.

In general, no good ever comes from the suppression of news. A well-informed public is a force for good. Dr. Mead says, "Over and over we read in the newspapers about crimes committed by 'teen-agers,' and their exact age is carefully given also. There isn't the slightest need for both." Yet if this weren't done, no one bu the social workers would know the extent of the teen-age problem. The average citizen would be in the dark. And the fact that we read about these things over and over is certainly proof that the social workers haven't got all the answers. It is silly to believe that the mere naming of teen-agers in crime stories is responsible for a crime wave.

Usually those who want to keep stories and names out of the paper have something to hide. And many a tough, swaggering convict is a boy with a long record of hoodlumism that had been kept quiet.

Admittedly there are cases where good can be accomplished by withholding the names of teen-agers in newspaper stories. But somewhere along the line these kids have to stand up and be counted, and assume their responsibilities just as their elders must.

A good rule to follow is not to drag juveniles into the news for what their parents do (or circumstances for which they are not responsible) or to use the names of first offenders or those who might have a chance for rehabilitation. In many cases it is a question of judgment, and good newspaper editors usually have good judgment.

But a blanket blackout on teen-age crime and hooliganism would be as dangerous to the community as suppression of news about corruption in government. You can't keep a room clean by sweeping the dirt under a rug, nor can you solve a problem by pretending it doesn't exist.

If Your Child Has Trouble Reading

Frances Pryor

Is the printed page a puzzle to your child? Has his teacher asked you to help him? Here are some suggestions on how to go about it—and in a way that will be rewarding both for you and for him.

ASK ALMOST any parent which of the famous three R's is most important for a child to learn quickly and well, and the reply will usually be "Reading." Therefore it is not surprising that many mothers and fathers worry about their child's reading and attempt to help him at home. Their efforts, however, are not always successful, and sometimes the result is an unhappy experience for both parent and child. Some parents cannot read with their own youngster because they are so concerned about his progress. But the first step in working with any child is to explore the reasons for his trouble.

A child's difficulty in reading may arise from any one of several causes or from a combination of them. He may be under par physically. He may have defective vision or hearing. He may be emotionally disturbed, or he may have been absent from school too frequently. Perhaps he wasn't ready to read when he first began to learn. Or maybe he doesn't do enough reading and needs more practice. Often it is not easy to find the underlying reason. Sometimes it can be unearthed only by a child psychologist or reading clinician.

Suppose, however, that you have a conference with your Tommy's teacher and she tells you that the lad's trouble is just that he doesn't read enough. She recommends that you, his father or mother, read with him at home. Which one of you? That's up to you to decide. Sometimes fathers are especially successful with boys (and boys usually have more trouble with reading than girls do). In any event, you will find that reading with your child can be a happy and rewarding experience for both of you—provided you do not become upset!

The following suggestions may get you off to a good start:

What to read. Ask the teacher or the school librarian to select a book. If possible, it should be about whatever subject your Tommy is interested in—animals, airplanes, cowboys, Indians, zoos. It will be easy to read, of course, but make no comment about this to him. The chances are he is already sensitive about his slow reading. Keep the book in a certain place, perhaps on a shelf set aside for his growing collection of books he himself can read.

When to read. Most specialists agree that regular reading practice for even

a few weeks is more productive than irregular sessions prolonged over several months. You and Tommy together can decide on the best time. (Don't let *him* choose bedtime, and don't *you* choose the time of his favorite television or radio program!)

Ten or fifteen minutes a day is enough for a child in the primary grades. Make plenty of allowance for interruptions. An iron-clad schedule will only intensify Tommy's dislike of reading.

Watch for signs of restlessness, and stop when you first notice them either in your child or in yourself.

Where to read. Get as far away as possible from the rest of the family, especially sisters or brothers who read well. As you go off to your session, slip a piece of candy or an extra cookie into Tommy's hand. Sit down beside him at his right. This arrangement makes it easier to follow the reading, and it leaves your left hand free to put around Tommy's left shoulder.

The Reading Begins

Talk about the story and discuss the illustrations. Always keep the emphasis on *what* is being read, not how. When the child hesitates, tell him the word or phrase quickly. And don't ask him to spell a word.

Bear in mind that anybody, child or adult, will soon lose interest in what he is reading if he is stopped often. So leave the actual teaching to Tommy's teacher. After all, this home reading is only supplementing his schoolwork. A child must see words hundreds of times before he will be able to recognize them immediately, particularly the small words, so just keep on telling, telling, telling—and cheerfully.

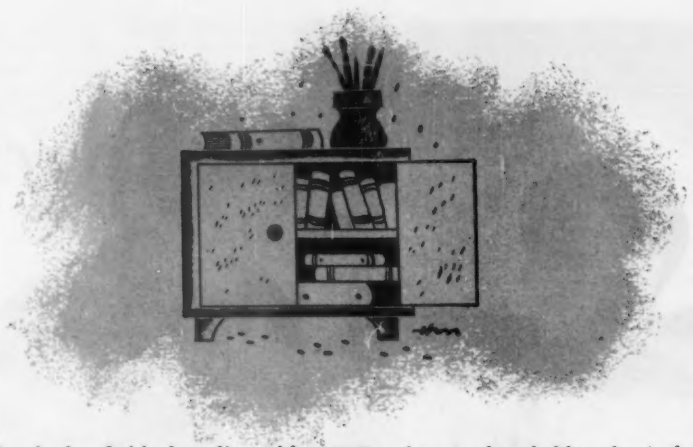
It's important to vary the reading. Don't make Tommy read aloud every word of every story. You might read a few lines (or the lines of one character) and then let him read a few. Some children prefer to read to themselves before they read aloud. Tommy can perhaps read a whole page to himself and tell you what has happened in the story. After this go right on with the reading aloud.

Get as many ideas and as much plot as you can from the book and always talk about them, not only while you are reading but later, when you are riding in the car or drying dishes.

If there is a very young child in the family Tommy might read aloud to him after he has finished reading with you. Not only is this excellent practice but it increases the child's self-confidence, provided nobody looks over his shoulder and tells him the words he doesn't know.

Select a gay, funny tale now and then. If everybody can get a laugh out of a story, Tommy may soon decide that reading isn't so dull, after all.

Whenever you can, share the contents of your books or magazines with him—just as he shares his with you. In this way he learns that reading, besides being fun, can give him interesting information.



Pertinent Pointers

If your child has difficulty in reading —or even if he doesn't:

- Spend at least a few minutes alone with him every day. Let him talk about whatever he wishes—and *listen*. You can often learn how he feels about many things—his school, his friends, himself, his brothers and sisters, his parents, his teachers.
- Go off with him alone (particularly if you're a father with a son)—to the store, to town if you live in the country, to the country if you live in a city, to a ball game, a museum, an airport, or just fishing. Go anywhere, but make it a real trip.
- Praise him whenever you can. He may appear self-confident, but often he isn't. Tell him how well he kicks a ball, draws a picture, dries the dishes, or puts his toys away.
- Try to remain neutral in the unavoidable conflicts that arise among brothers and sisters. And avoid making comparisons.
- Take your child for regular and complete physical examinations that include eyes and ears.
- Regulate (and probably reduce) the amount of time your child watches television. Make sure that he is not overstimulated by what he sees.
- A hot breakfast should start the day—preferably eaten without an argument. But regardless of what has taken place at home, send him off to school with a smile, even if (and especially if) this has been "just one of those mornings."
- Be firm about sleep. Many children are actually too sleepy to pay attention in school. Dr. Benjamin Spock says that the average child of six to nine years of age needs eleven hours of sleep.

The Final "If"

If a child is having difficulty in schoolwork, in getting along with playmates or brothers or sisters, or in anything or with anybody, do not become upset yourself. Many conscientious parents (and teachers) are unable to give children the right kind of help because they cannot hide their anxiety. To quote Dr. Spock again: "If a child is already mixed up in lessons, a tense parent will be the last straw." In other words, we must not burden him with still another problem—that of getting along with us!

For the last ten years Frances Pryor has been engaged in elementary education. Having done special work in various branches of that field at several universities, she is now remedial reading teacher in the public schools of La Cañada, California. In addition to her other professional responsibilities, Miss Pryor also finds time to serve as president of the California Association for Remedial Teaching.

N.P.T. quiz program

A family counseling service

Consultants Nancy Bayley, Muriel W. Brown, Flanders Dunbar, M.D., Reuben Hill, Edmond R. Hess, M.D., William C. Menninger, M.D., Esther E. Prevey, Ralph H. Ojemann, Lyle M. Spencer

• *I have two children, a girl of ten and a boy of eight, who love to go to the movies. Like other children, they also never seem to tire of watching television. Though I don't want to deprive them of such entertainment (and if you knew them you'd realize I couldn't if I wanted to), I'd like at least to keep them away from certain movies and certain television programs that I know aren't good for them. Any suggestions on how to do this?*

Many children are attracted by the action and excitement of western movies and blood-and-thunder shows on television. And some of these certainly do have a questionable or even a harmful influence. Yet in most instances it is we, not the children, who are to blame. There are some very good programs on the air and some very good movies that will satisfy any youngster's love of adventure and suspense. But if we expect our children to be able to distinguish the chaff from the wheat, we must help them to learn the difference. They won't develop superior taste by looking at inferior programs. We all need standards by which to guide our judgment.

If you haven't already seen the "Suggested Guides for Evaluating Comic Books, Motion Pictures, and Radio and Television Programs" published in the October 1954 *National Congress Bulletin*, ask your P.T.A. president for a copy. Or you may obtain a reprint by writing the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois.

One question: Do you refer to the "Motion Picture Previews" that appear regularly in the *National Parent-Teacher*? If not, may we suggest that you make a habit of consulting these reviews in addition to those in your daily newspaper? We suggest further that your whole family read them together. Tell the children you are looking for a movie that all of you will enjoy. You may find that they'll become as particular as you are, when they share the responsibility of selecting a movie for the family.

It's a good idea to enter in to your children's recreation, so you can talk over with them what you've all seen and heard. Discussing the relative merits of certain television programs and movies will transform passive looking into an active learning experience. Watch the children's reactions. Once you perceive that genuine good taste is developing, remember that you have a real opportunity to fan the spark.

Finally, have you ever written to the sponsor of a television program that you think is unwholesome? Several of our readers have recently sent us copies of letters they wrote to sponsors, and although these protests were expressed with restraint and dignity,

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they did not mince words. And such letters *are* effective. If only more parents like yourself would take the time to put their objections on paper and send them to station managers and sponsors! Then soon we'd have fewer of those cheap programs that make us shudder—or else sigh that so much mediocrity is inflicted upon us.

Hard as it may seem at times, there can be no shirking of our own responsibility when it comes to public entertainment. We must see that our children are not only exposed to the finest of programs and films but also given definite standards by which to judge and appreciate. Be sure, however, to take into consideration each child's age and his individual likes and dislikes. Start with him where he is, and move forward with him at his own pace. Under intelligent and steady guidance (and such guidance needn't be heavy-handed), your son and daughter will gradually become much more discriminating about what they see when they turn the dial or face the movie screen. —THE EDITORS

• *I have two sons, one twelve years old and the other nine. Although my husband and I have tried not to play favorites and to be absolutely fair, our boys are always quarreling. Instead of being friends and enjoying each other as only brothers can, they are becoming more and more resentful of one another. Not only does the fighting almost drive us to distraction but we are beginning to get seriously worried. What can we do?*

You'd be surprised, I think, if you knew how many parents complain about this same state of affairs. In almost all families there is a certain amount of bickering, quarreling, and fighting. Children can hardly live so closely together without breaking through at times with expressions (physical and verbal) that sound pretty hostile to adults. And probably it is better for them to express their resentment than to bottle it up.

Quite often a hands-off policy is the best way of dealing with this normal type of quarreling. Youngsters frequently work out their own difficulties—and in so doing learn valuable lessons. Adult interference may merely postpone the settlement. I am thinking, for example, of one teen-age boy who said to his father, "Dad, Bill and I just get going good in an argument when you come along and stop it. Then we have to start all over again." These lads enjoyed their arguing, even though it sounded terrible to their parents.

Incessant and unwholesome quarreling, on the other hand, may require help from Mother and Dad. First try to learn the cause of the bickering. What lights the fuse? Is it lack of privacy? Is it too much competition? Is the younger child always trying to do the same things as the older one? Is it an attempt to establish status, or is it competition for parents' approval? These are only a few of many possible causes. Try to determine what lies behind your sons' quarreling. Then treat the cause instead of harping on the quarrelsomeness itself. Alert parents can often ward off a fight by making helpful suggestions before the bickering begins.

Many children fight because they are with each other too much or because they have too little privacy. Though brothers and sisters should certainly do some things together, they also need separate activities and interests. These are dictated partly by individual tastes and partly by differences in age. A twelve-year-old can do many things that a nine-year-old cannot or should not do. And naturally his little brother shouldn't always be tagging along with him.

Boys and girls, both younger and older, need to be alone at times. They need privacy, a place where their thoughts, activities, or possessions are not disturbed. A room of his own is of great benefit to any child. If this can't be provided, perhaps there is a nook or corner where he can work and play by himself. By all means see that he has a chest of drawers or a large box for his possessions.

Quarreling can sometimes be reduced if you concentrate on building "good" feelings. Make each boy feel that he is something very special. Remind him that he has his own particular talents and abilities and his own way of growing. You and your husband should give each of your sons a quota of time and attention that is exclusively his. Do some things with each one separately as well as some things with both of them.

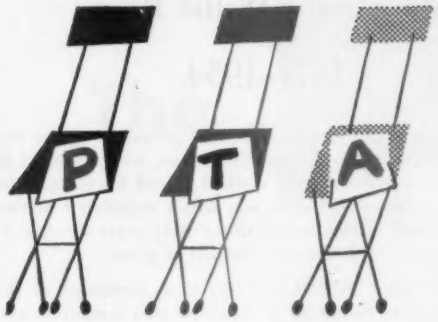
This brings up the question of fairness, which you mention in stating your problem. Parents need to think carefully about what fairness means. It does not mean doing the same thing for each child at the same time. It *does* mean providing for each according to his needs, interests, and capacities. At times one boy will get more attention than the other. At times one will have more or different privileges, more or fewer responsibilities, than the other. Comparing the two and setting up unnecessary competition is always out of order. Rather, nine-year-olds and twelve-year-olds both must be helped not only to understand that everybody is different, with different needs, but also to accept this fact.

Sometimes, too, we adults have to work at our own social relationships and skills, so that the atmosphere in the home may be more harmonious. Nagging and shouting at children never reduces quarreling.

In conclusion, I'd like to recommend an excellent book—Edith G. Neisser's *Brothers and Sisters* (Harper, 1951). You will find it well worth reading.

—ESTHER E. PREVEY

Department of Family Life Education
Kansas City, Missouri, Public Schools



projects and activities

University Honors Detroit Council

The Detroit Council of Parent-Teacher Associations was paid high tribute last November by Wayne University. At a ceremony observing the first Annual Education Day of the College of Education, Dean Waldo E. Lessenger presented Mrs. Alan Canty, president of the council, with a handsome leather-bound book. In it was a citation, which is quoted below.

For its high purpose of service to this community through its single dedication to the welfare of our children;

For its signal success in bringing into closer working relationship the home and the public school;

For inaugurating the cooperative curriculum development program with the Detroit Public Schools; . . .

For sponsoring, in particular, the course in parent-teacher leadership for the sixth consecutive year;

For not being content with these relatively peaceful activities, but for militant leadership in spearheading the millage campaign of 1953 and insuring its success by enlisting . . . an army of volunteer workers among its membership;

For, in a practical way, studying to understand and to develop the financial resources available to our schools and university;

And for beginning in 1918 with associations in five schools and climbing steadily to associations in 128 schools and 41,669 members;

For these and other unsung works for the welfare of our children in our public schools, Wayne University is privileged to honor the Detroit Council of Parent-Teacher Associations. —Mrs. Alan Canty

The House That Friendship Built

Lorenzo del Armi (left), principal of Washington School, and three of the father-builders (each flanked by an admiring son) pose in front of the little house that meant so much to both parents and children.

Washington School at Santa Barbara, California —a brand-new school in an equally new subdivision —last year had a noteworthy adventure in friendship and home-school cooperation.

At the very first P.T.A. meeting Mrs. Phoebe M. King, teacher of the first grade, spoke of how much her pupils wanted to have a house in which to play and learn—a real house in the patios adjoining their classroom. Toward the end of the evening a P.T.A. father looked around and asked "Why can't we build a house for the kids?" Others joined in, and that's how the whole project started.

Next day, with the hearty approval of the principal, Lorenzo del Armi, a letter went out to the thirty parents suggesting that the idea was a feasible one and proposing an evening get-together to make definite plans. When the evening came, twelve fathers showed up, some of them with their tools, all ready to go immediately to work. With the help of a contractor in the group the plans got under way.

Several of the men had professional building skills. Some had hobby skills. One was a sign

(Continued on page 32)

painter, one a house painter, one a carpenter. The rest were men whose work did not necessarily include building skills but who were eager to help. And all were agreed on their common end—a finished house where youngsters might further their understanding of the things that go into the making of a home.

For ten successive Monday nights these fathers sawed and hammered, the young principal along with the rest. Some of the men had night jobs; they came at seven and stayed until time to go to work. The others came at eight and stayed late. The first Monday Mrs. King brought cake and coffee, thus setting a precedent for the other women to follow, and the men took a "coffee break."

• As the weeks passed, new neighbor began to know newer neighbor and thereby gained additional impetus for understanding their school and for enjoying one another's friendship. For these parents, remember, had all moved into the community at the same time, and the school itself was an entirely new setup.

Finally, on the tenth Monday night, the workers put down their tools, stood back, and looked admiringly at a beautiful little redwood house, about the size of a single garage. A Dutch door and two big windows gazed invitingly toward the first-grade classroom, where eager children had watched and reported every step of progress. Now it was their turn, and they could hardly wait to begin on the orange crate furniture.

To celebrate, the first grade held an open house on Sunday afternoon, and all the parents were invited to come and inspect. That morning a young nurseryman whose gardens adjoined the school came over and placed plants around the outside of the house as landscaping. True, his eldest son was too young even for kindergarten, much less first grade, but he provided the children with one more pleasant surprise.

• The results? The youngsters have a beautiful "house" that would have cost somewhere between three and five hundred dollars if it had been paid for in the usual way. The P.T.A. members have developed an interest in home-school cooperation that will undoubtedly continue far beyond the school days of these particular children. Their parents, by getting to know each other better, have helped to kindle a real spirit of neighborliness.

The principal, Mr. del Armi, reports that the men were actually unhappy when the house was finished. One young father said, "Heck, isn't there something else we can do?" That spirit augurs well for future P.T.A. projects—projects that will draw even closer the bonds of community-school understanding.

—E. Louise Noyes

Margaretta Willis Reeve

1871–1954

Margaretta Willis Reeve, honorary president of the National Congress of Parents and Teachers, was a pioneer in a pioneering movement. She worked in and for the parent-teacher organization when it was still a stripling reaching toward maturity. But even in those early years she saw its great promise and generously helped it grow.

A gifted leader, Mrs. Reeve served as president of the New Jersey State Congress, as editor of this magazine, and in various posts on the National Board. When she was elected national president in 1923 the parent-teacher movement was twenty-five years old.

With characteristic energy she set about pointing up ways of "putting parent power to work," to use her own words. Under her guidance the goals of the young organization were brought into sharper focus. More publications began to roll off the presses. The famous Summer Round-Up of the Children was launched. Fieldworkers covered the country in a vigorous drive for more members. It was Mrs. Reeve, quick in human sympathy and at home in several languages, who helped found the International Federation of Home and School and served as its first president.

Margaretta Reeve had not only a tallness in stature but a tallness in thinking and daring. She could be counted on to catch a glint of bold enterprise in almost any endeavor she made hers. She felt sharply our human need for keeping in touch with our fellows. She sensed the power of the word, mastered several languages, and made the national P.T.A. magazine a stronger bond among members than it had ever been before.

Margaretta Reeve died last Christmas Eve. Yet she lives on in the organization she helped build and in the millions of children whose lives it touches.

THE NATIONAL HEADQUARTERS IN ACTION

A New P.T.A. Film

Would you like to see a motion picture of your new national headquarters—a film showing not just the building itself but the whole staff working at their daily tasks? The February 3 issue of the *News Magazine of the Screen*, produced for schools by Warner-Pathé News, includes a tour of the National Congress headquarters. We follow a typical P.T.A. family—Mr. and Mrs. R. B. Yadon of Des Plaines, Illinois, and their two children, Marilyn and Robert—through the building as they observe the many different activities by which the parent-teacher organization serves its nearly nine million members.

Beginning on February 3 this particular issue of the *News Magazine of the Screen* will make its circuit of schools in the following twenty-five states as well as Hawaii and the District of Columbia: Arizona, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, North Dakota, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Wisconsin, and Wyoming.

After the circuit is completed, the film will be available free to local P.T.A.'s in the same states. It is distributed either by the state department of education or by the visual education department of the state university. Write for Issue 6, Volume 5 of the *News Magazine of the Screen*.

The American Boy

© H. Armstrong Roberts

Auril Wood

I AM staying after school. My head is down on my desk, but I am happy—happy. My heart sings with the clock.

I whisper, "Teek, tock! Teek, tock!"

I hear the squeak of the teacher's chalk on the blackboard.

My friend, Aaron, is staying after school too, but I do not look at him. I peek up at the teacher. Now she is looking at me. She frowns.

"Head down," she says and makes motions with her hand.

I understand and quickly hide my face, but I am happy.

I wish my teacher to smile, though, like the way she did when I first came to class. Today, after school, she is angry with me and does not smile, but she will smile before I go home, I hope.

Now she lets Aaron go. But still I must stay. Aaron will not wait for me. I do not care. I will fly home on quick feet, for I am happy today after school.

This morning my teacher was happy. She was proud of me, as my own father is proud of me.

This morning we play the ball game.

"Keek ball! Keek ball!" I holler with the boys as I run.

My teacher smiles. Already I am learning the English, and only three months in America.

It is my turn to kick. Teacher puts me on base. The ball comes. Fast! The boys shout, "Kick!"

I kick hard. Then I run.

With feet fast as the airplane that brings me from Portugal to my father's house in California, I run the bases. One! Two! Three!

"Safe!" the teacher says.

The boys jump and shout. I have made the home run.

Even the girls clap and smile, and their dimples show.

I AM happy in my father's big house. He has been many years here. Since I was a small baby he has been here, working and waiting for me and my mother to come to him. My father must be rich, very rich, to have such a big house. I will make him proud of me, here in America. Already I am what he wants me to be.

I wonder why I am staying after school. It must be because of Aaron. He was shouting in the room during story hour. The teacher, who is kind to me, is shaking her finger at him for his too much talking.

I do not talk, for I do not speak the language well, but I pick up a crayon and throw it at Aaron to let him know I am his friend.

The teacher turns to me. She shakes her finger and chatters in English. I do not know what she says, but she writes my name on the blackboard. I know that means stay after school. So I stay.

IN this quiet room the squeak of the chalk stops. The teacher stands in front of my desk. I smell her perfume. I smell chalk dust. I hear the rustle of her dress; it has golden threads in it. She reaches for my chin and raises my head. Her eyes are sad when she looks at me and shakes her head.

"No, no!" she says. "Do not throw."

She makes motions with her hand.

I know what she means. I smile and nod my head.

Now my teacher smiles and says, "Good-night, Joseph."

I know I can go home.

I will run home fast. I must get there before my father goes to the night shift. I must get home so he will have time to catch me in his strong arms. Then he will laugh, and his white teeth will show. We will talk in the Portuguese.

I will say, "Father, today I am being the real American boy, as you want me. I speak the English. I make the home run. And now I am like the other boys. I too stayed after school!"

Auril Wood taught English and Americanization to foreign students before she became a first-grade teacher in Siskiyou County, California. She is the mother of two children and has very recently become a grandmother.

STUDY-DISCUSSION PROGRAMS

I. PRESCHOOL COURSE

Directed by Ruth Strang

"Needed: Full-time Fathers" (page 7)

Points for Study and Discussion

1. In a family of three preschool children the father didn't smoke. One evening at a dinner party someone passed cigarettes to one of the men. Four-year-old Mary said in surprise, "Why, fathers don't smoke!" She was speaking on the basis of her experience in her own family. What remarks have you heard children make that show them that he shares their interests?

2. A speaker at a P.T.A. meeting made the point that women ought to "mother" their husbands more. She went on to say that some wives give so much attention to their children that their husbands feel neglected. Was this suggestion sound? If a father feels of little importance and "lives only by his children's wishes," what may be the effect on his children's development? On the other hand, if he considers only his own needs and desires, what effect may such an attitude have on his children? How will they be affected if he is a person in his own right, feels successful, and is happy and at ease with his family?

3. Just what *is* the role of the father? Discuss how his carrying out of each of these responsibilities can contribute to his children's development:

- *To support the family.* What may be the effect of inadequate food, shelter, and clothing? Sometimes a sensitive child, hearing his parents talk about how hard it is to make both ends meet, gets the idea that he is a burden to his parents. However, it is usually family relationships, rather than money, that affect children favorably or unfavorably. And even preschool youngsters may take part in family councils where everyone, parents and children, gets a chance to discuss budget problems.
- *To set ideals and standards.* How does a father help his children to learn responsibility, industry, good workmanship, "respect for work well done," honesty, freedom from prejudice, self-respect?
- *To share his interests with his children.* What interests can a father share with preschool children? How can he show them that he shares theirs?

4. What are some kinds of recreational activities in which parents and children may all participate as a family? Why are such activities desirable, in addition to those planned for separate age groups? How can the church and the school help families to play together?

5. How early in a child's life should the father help take care of him? Why is it dangerous to wait too long?

6. How can a father influence his little girl's later relationships with boys and her success in marriage and family life? Illustrate and discuss the following answers:

- By treating the little girl in ways that will help her to recognize and accept her feminine role.
- By revealing good masculine qualities.
- By setting an example of a happy family life, in which every member has respect for himself and shows consideration for others.

7. What other essentials may little boys gain from their fathers? Discuss each of the following, giving examples from your own experience:

- *The joy of physical activity.* The father should select activities suited to the child's interests and physical ability rather than try to "make a man of him" or coach him for future championship in some sport in which Father himself once excelled or wanted to excel. What may happen if a child is deprived of the chance to play with children his own age?
- *Skill in various kinds of arts and crafts.* Working with Father, even in a very simple way at first, is a valuable shared experience. Two extremes should be avoided: refusing to let the child help ("He's more trouble than he's worth") and expecting more skill than the child can possibly acquire at his stage of development.

Program Suggestions

Have an "I remember Father" program in which the whole group takes part warmly and spontaneously. You might ask several older boys and girls to tell their earliest recollections of fathers they have known, not necessarily their own.

Ask individual members or a committee to review books recollecting family life, such as *A Genius in the Family* by H. P. Maxim, *Life with Father* by Clarence Day, *Cheaper by the Dozen* by Frank B. Gilbreth, Jr., and Ernestine Gilbreth Carey. Passages that give examples of fathers' relations with their children may be read. Or perhaps certain incidents can be dramatized or reported in detail (such as the incident of Percy's breaking his mother's mirror in *A Genius in the Family*) and then used as a basis for discussion.

In a large meeting one of the seven foregoing "Points for Study and Discussion" may be discussed by each of seven small subgroups. Later the high points of the discussion should be reported to the whole group.

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Grossman, Jean Schick. *You Don't Have To Be Perfect.* National Association for Mental Health, 1790 Broadway, New York 19, New York. 20 cents.

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Spock, Benjamin, M.D. "What We Know About the Development of Healthy Personalities." February 1951, pages 22–24, and March 1951, pages 17–19.

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Children Growing Up with Others (23 minutes). British Information Services.

Preface to a Life (28 minutes). United World Films. Obtainable from your state department of mental hygiene or from the National Institute for Mental Health, Washington 25, D. C.

Your Children and You (31 minutes). British Information Services.

II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Keys to Good Citizenship" (page 19)

Points for Study and Discussion

1. Sometimes we hear it said that homes are failing in their responsibilities. Then someone asks why the schools don't teach children to be good citizens. And someone else says, "What can you expect of children when they learn so much that is harmful from movies, TV, and radio!" What comments would Dr. Dimond make to these three observations?

2. Woody and Hal seemed to have had similar environments, but they took opposite roads. Can you think of any comparable cases in books you have read? In this literature were there any clues to the influences that strongly affected each person?

3. What emotional lacks does the author say are frequently related to poor citizenship? Try to illustrate each one by citing either a real or an imaginary situation.

4. Dr. Dimond describes three practices commonly used by schools to eliminate children's emotional blocks. Which of these is your school using and how?

5. Each of the three school practices can have its counterpart in the home. Describe several such practices. For example, *studying children* is an aim of the school. How is this done in the home? In your own family what useful ways have you found to observe children's problems, practices, characteristics, reactions to people or things? What is the best time for discussing these things in the family?

6. Does the second key to good citizenship seem to have special importance today? In what ways are your children, or other children you know, affected by each of the three practices used in teaching democracy? How can these practices be adopted in the home? What ways of teaching democracy have you found successful? Are any new ones suggested here that you'd like to try?

7. Why is the third key to citizenship particularly appropriate to a democracy? Do you know of occasions when it has been necessary for parents to marshal support for teachers so that they might be free to teach about controversial issues? What might be some of the rules, to which the author refers, for the effective teaching of such issues? What experiences have you had in discussing them with your children at home?

8. Under key four the author points out that it is not enough to know what is the right thing to do. We must learn how to put good principles into action. In your community what percentage of the eligible voters voted in the last election? What percentage voted in the last school board election, on a bond issue, or on some other school matter? Is leadership spread among many persons, or do a few always take the responsible positions? Do such matters have a bearing on the need for our schools to work on this fourth key?

9. What answers do patriotic citizens have to the challenges thrown at them by totalitarian governments? What is Communism's challenge to today's citizens?

Program Suggestions

We do not often propose that school children or young people be asked to help with programs, but the February meeting might be an exception. Usually our schools plan a special observance of Lincoln's and Washington's birthdays. Possibly some of the classes in your school would like to show you what they have been doing to commemorate these two great American leaders.

This might also be the right occasion for a review of character-building agencies in your community. Probably they and their programs are well known to several members of your group, but a periodic reacquaintance is good for the agencies and for you. You might, for instance, want to make this a go-and-see-and-report program. Teams of two or three members could visit such agencies as these: an Americanization school, a juvenile court, a school counseling service, a child guidance clinic, boys' and girls' club headquarters (Junior Red Cross, Girl Scouts, Boy Scouts, 4-H, and so on), a children's library, a children's home. Each team can prepare a brief report of what they learned about the agency's present activities, recent successes, and current problems. Also you might like to appoint a team to visit history classes in primary, intermediate, junior and senior high school classes, to see the progression in studying U.S. history from grade to grade.

We can scarcely consider American citizenship without thinking of it in relation to our international obligations. Some people seem to feel that patriotism is somehow diluted if we also think of our responsibilities to other nations. Some, however, look upon this concern as a natural extension of a deep love for one's own country and a regard for its standing in the world of nations. Your high school history teacher might be willing to lead a panel discussion on this subject. Perhaps some high school students can be asked to join the panel. Most young people tend to think seriously and feel strongly about both personal citizenship and international understanding.

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Kotinsky, Ruth. "How To Distinguish Democracy's Child." December 1953, pages 14–16.

III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"World Without Strangers" (page 4)

Points for Study and Discussion

1. In one of his lectures Dr. Furbay told his audience about a conference attended by representatives from countries all over the world. It took the man who traveled longest only thirty-six hours to get from his home to the meeting place of nations. How far could George Washington have traveled in thirty-six hours? When you were a child, how far could you have gone in that length of time? How has this closeness to peoples in all parts of the globe affected our lives? Our children's?

2. What attitudes are important for today's young people if they are to understand all peoples everywhere? In the past we have held many notions about the characteristics of different nationalities. Today our boys and girls are becoming acquainted with the real people who live behind these labels, and we are going to have to revise our old ideas. For instance, are all Scotsmen stingy? Are all Irishmen flatterers who have "kissed the blarney stone"? Are all Mexicans lazy? What is the best way to get rid of these stereotypes?

3. How can we teach our children to enjoy the differences that exist among peoples? Do modern books, films, and plays about the inhabitants of faraway lands help us to appreciate such differences? How does true understanding and appreciation of others differ from tolerance —that is, merely trying to "tolerate" others?

4. Now that corporations, universities, and international organizations are sending young Americans on special assignments to other lands and now that most of our young men are called into military service right out of school, do you agree that languages are more than ever an important part of a young person's education? What foreign languages are being taught in your schools? How well? What kind of programs—not only in schools but in homes and communities—do you think will prepare American youth for communicating more adequately with people in other countries?

5. Suppose that among a group of friends your teen-age daughter entertains this week end there is a well-mannered boy of another race or nationality. What would be your attitude as a parent? What would you do? Would you feel the same way as your daughter does? If not, can you see why you don't?

Program Suggestions

Invite a public relations specialist from an international air line in your area to discuss with your group the qualifications of the young men and women employed in this field. The personnel officer of a large corporation with branches abroad or a representative of your local chapter of the American Association for the United Nations would likewise fill this assignment of talking over the practical aspects of careers in a world without strangers.

Invite several young men and women recently returned from military service overseas to take part in a symposium or panel discussion in which each relates some of the surprises he received as he became acquainted with people in other countries. In the informal question-and-answer period, the young guests should be asked whether they agree with Dr. Furbay that though people may differ in the way they look or dress, they are all pretty much the same inside.

Write for a copy of the *UNESCO Courier*, published by Columbia University Press, 2960 Broadway, New York 27, New York. One or two members of the group may review it briefly to stimulate discussion of programs that are already in effect to bring the people of the world closer together. A showing of the UNESCO film *World Without End* may serve the same purpose—that of eliciting interest in work now under way in countries where the international organizations function.

Put on a spontaneous, unrehearsed skit about a young man who returns from foreign service and tells his mother and father that he is very much in love with a girl in the country where he has been stationed. Set your stage by describing exactly where the three persons are sitting or standing as the scene opens. Have each character act out the episode as he or she feels it should be acted. Then discuss how the three characters felt, how differently each might have felt, and what past experience made each one respond as he did.

Ask one of your high school language teachers to meet with you and "sit in" as a resource person while you discuss how homes may encourage children to study languages today.

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Roosevelt, Eleanor, and Ferris, Helen. *Partners: The United Nations and Youth*. New York: Doubleday, 1950.

Pamphlets:

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Galbraith, J. K. *America and Western Europe*.

Hullfish, H. Gordon, *Keeping Our Schools Free*.

Ivy, A. C., and Ross, Irwin. *Religion and Race: Barriers to College?*

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Where To Go for U.N. Information. 15 cents.

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Benary-Isbert, Margot. "Through Books to Brotherhood." October 1953, pages 27–29.

Furbay, John Harvey. "One World Is Here." October 1950, pages 18–20.

"A Gift of Grain," March 1954, pages 19–21.

Turner, Ralph E. "A World Outlook for American Citizenship." September 1952, pages 24–26.

Films:

The Story of Interdependence. An hour-long documentary drama combining seventy-nine film-strip projections, scenes with living actors, and narration. A sample kit may be borrowed free from UNESCO Relations Staff, Department of State, Washington 25, D. C. Or the kit may be purchased for five dollars from the Manhattan Publishing Company, 225 Lafayette Street, New York 12, New York.

World Without End (45 minutes). UNESCO. Released by Brandon Films.

PAMPHLETS IN REVIEW

JANIE LEARNS TO READ: A HANDBOOK FOR PARENTS WHOSE CHILD WILL SOON LEARN TO READ. Department of Elementary School Principals and the National School Public Relations Association, Departments of the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C. 50 cents. Quantity rates.

Six-year-old Janie was off to school—her first day in first grade. Up and down her block other six-year-olds were tripping out their front doors. But not all the boys and girls who headed schoolward that bright morning were equally ready to read. For various reasons, which are touched upon in this handbook, some children were far more ready than others.

Thanks to Mother's foresight, Janie was one of the eager beginners. Mother had taught her to watch for traffic signs, to spot familiar labels in the grocery store and on TV. Mother had listened attentively whenever Janie wanted to talk, and through these chats Janie had learned to express herself with ease. Even drives in the car had helped, for they had taught Janie the meaning of words like *park*, *zoo*, and *farm*.

Janie's story is absorbingly but always simply told. It leaves no doubt that reading is a complicated skill, best developed through home-school teamwork. The pamphlet deserves to be read by every parent whose child is entering first grade—or better yet, a year or two earlier.

SAVING YOUR MARRIAGE. By *Evelyn* and *Sylvanus Duvall*. Public Affairs Pamphlet No. 213. Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

The couple who wed believing that marriage will always be smooth sailing are under a handicap from the start. Even the happiest marriages sometimes run into squally weather. Storms can blow up over money, in-laws, household tasks, religion, or recreation, to name only a few of the currents that may ruffle the waters. To avoid needless anxiety the husband and wife should be able to distinguish between real storm signals and those changes that come about naturally as the romantic flame of courtship fades into the steady glow of love.

Once a couple find themselves on a stretch of rough going, what can they do? They may prefer to ride it out by themselves, and the authors supply wise directions for doing this. Or the couple may want outside help. This guide tells where they can turn for aid and gives advice on how to choose a counselor.

The Duvalls wrote this pamphlet chiefly for husbands and wives, but there is insight and wisdom here too for those about to wed.

WANTED—YOUR MAGIC. By *Joan Gray*. National Association for Mental Health, 1790 Broadway, New York 19, New York. 10 cents. Quantity rates.

You're not a magician? You can't pull rabbits out of hats? No matter. That's not the kind of magic pleaded for here. The need is for the magic that comes from warmth, friendship, hope, and understanding. If you have these and a few hours a week to spare, you're in demand as a volunteer in a mental hospital. How can you help? By giving patients the feeling that they are still cherished in the world outside. Many volunteers are already doing just this through simple, undramatic service to patients. The pages of this appealing pamphlet tell of the need for still more men and women to bring into the bleak lives of the mentally ill the transforming magic of confidence and courage.

Brotherhood Week

February 20–27

Four Fateful Words

FOUR SHORT words. You've heard them many times. In fact, you've probably heard them so often that they've become part of the backdrop of sounds that you take for granted. As far as you're concerned the words have always been there, and anybody who wants to is free to say, sing, or shout them.

This month the four words will ride the air waves often. They'll be spoken freely, perhaps even casually. What are these words? "One Nation Under God," the theme that the National Conference of Christians and Jews has chosen for this year's observance of Brotherhood Week, February 20–27. The phrase is, of course, taken from the pledge of allegiance to the flag, as it was amended by the U.S. Congress last June.

But this theme, so respectable in our time, has had its day of disrepute. One nation under God? Two centuries ago in the scattered colonies strung along the Atlantic Coast, men who talked of one nation were branded as troublemakers or laughed off as dreamers. But the "one nation under God" did come.

A century later the Union was threatened. The country was bitterly divided. Could it survive? A voice from Gettysburg answered the skeptical. "This nation under God shall have a new birth of freedom." The doubters—the most charitable ones—called Abraham Lincoln an incurable dreamer. But the "one nation under God" did survive.

SINCE 1934 Brotherhood Week has been on the calendar. For twenty-one years observances during this week have reminded us that all men belong to one great nation of brothers under God. All over the world men and women have marked this week, not for celebration but for rededication to brotherhood.

Brotherhood is not something we create, not something we can choose or reject at will. Brotherhood is a fact. We simply help men to see and accept it.

What difference can it make to us whether or not we accept our common brotherhood? What difference can it make whether or not we recognize that we are all brothers in one nation under God? A difference as vast as any man faces—as vast as the gulf between life and death. John, a follower of the Galilean, told us this ages ago: "We have passed from death unto life because we love the brethren."

Motion picture previews

PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

The Atomic Kid—Republic. Direction, Leslie H. Martinson. A good-natured, rather simple-minded young man finds himself in the target house when an atomic bomb is set off, miraculously survives, and as the first radioactive man in history becomes of immense importance to science. This juvenile little farce exploits the plot situation for all the humor it is worth. Mickey Rooney subdues the slapstick to make the hero disarming and sympathetic. The scientists are amused, kindly men, and the sinister violence that usually accompanies spy episodes is not present here. Leading players: Mickey Rooney, Elaine Davis.

Family	12–15	8–12
Fair	Amusing	Amusing

A Gift from Dirk—Universal-International. A charming short about a solemn little Dutch boy and his search for the "most beautiful tulip in the world," the firebird, to give his mother on her birthday. The film, beautifully photographed, was made in Holland. Most of the footage is devoted to the famous Keukenhof Gardens, where vast beds of every conceivable variety of tulip are laid out in a natural woodland setting. The narration is by Eddie Albert.

Family	12–15	8–12
Good	Interesting	Yes

A scene from *Abbott and Costello Meet the Keystone Kops*, the fortieth film made by these two veteran comedians.

FAMILY

Abbott and Costello Meet the Keystone Kops—Universal-International. Direction, Charles Lamont. An amusing piece of slapstick takes us back to the days of the silent movies. Abbott and Costello, hot on the trail of a confidence man disguised as a famous Russian director, land in Hollywood with devastating results. The pace is lively as they get mixed up with some very real-looking cowboys and Indians. Then somehow they find themselves hired as stunt men, hurtling out over the ocean in a pilotless plane. The climax involves a hilarious chase after the villain, with the dubious help of Mack Sennett's Keystone Kops. Cast: Bud Abbott, Lou Costello, Mack Sennett, Lynn Bari.

Family	12–15	8–12
Fun for children; nostalgic for adults	Good slapstick	Good

The Supersonic Age—20th Century–Fox. Made in Britain in outstandingly beautiful Eastman color, this well-narrated short film pictures an air show recently held in England. Brand-new models of passenger and fighter planes are photographed in action in all their lonely and perfect splendor. As the camera records the progress made in the art and science of aviation it reveals some amazing sequences of jet flight and of breaking the sound barrier.

Family	12–15	8–12
Excellent	Excellent	Good

Trouble in the Glen—Republic. Direction, Herbert Wilcox. A flavorful Scotch comedy by the author of *The Quiet Man*. Orson Welles plays a wealthy highlander who returns to his Scottish home and sets himself up as laird of an ancestral castle. Resembling a blustering brown teddy bear, he is obstinate, tactless, and unhappy about the climate and the ways of the Glen folk. The trouble in the Glen starts as the outcome of a fishing expedition on the "loch." There Mr. Welles (in full street dress, complete with cigar and chamois gloves) lets the biggest "fush" in the "loch" slip through his fingers, much to the disgust of his "gilly," who accompanies him. This incident smolders into a local feud and almost reaches the point of violence. Members of the lively cast seem to relish their roles. Quaintly characterized bit actors help the tale to slide comfortably and happily from its minor crisis through the inevitable wedding of the romantic leads. Leading players: Orson Welles, Margaret Lockwood, Victor McLaglen.

Family	12–15	8–12
Entertaining	Entertaining	Yes

ADULTS AND YOUNG PEOPLE

The Beachcomber—Universal-International. Direction, Muriel Box. This is a second screen version of Somerset Maugham's tale of a dissipated Englishman turned beachcomber and the prim, determined missionary who reforms and marries him. The film boasts a competent cast and some handsome Technicolor photography of the South Seas. The net result, however, is a somewhat spiritless melodrama, perhaps because of the director's switch from the satirical to the sentimental approach halfway through. Perhaps, too, the performances of the principal players, though craftsmanlike, may seem understated to those who relished the Charles Laughton–Elsa Lanchester version of the film. The camera has effectively captured not only the beauty of the lush tropical islands but the strong contrasts between the two groups of people who live there. Leading players: Robert Newton, Glynis Johns, Donald Sinden.

Adults	15–18	12–15
Fair entertainment	Fair	Mature story with interesting backgrounds

Black Tuesday—United Artists. Direction, Hugo Fregonese. A gory little melodrama is roughly cut to the old gangster pattern created by its star, Edward G. Robinson, in his early crime pictures. Ruthless king of racketeers and killers, Robinson beats "Black Tuesday" (execution day) by a daring escape from the death chamber and prison. Warden, prison guards, and fellow prisoners are murdered as Robinson proceeds to "show 'em how far men will go to stay alive." Leading players: Edward G. Robinson, Peter Graves, Jean Parker.

Adults	15–18	12–15
Matter of taste	**Poor**	**No**

Deep in My Heart—MGM. Direction, Stanley Donen. "A stirring tribute to Sigmund Romberg's career as a composer," said a boy and girl who previewed this elaborate fictional biography, starring José Ferrer. "Consisting mainly of excerpts from Romberg's famous operettas," the gala production features Helen Traubel, Jane Powell, Rosemary Clooney, Howard Keel, and Vic Damone. Both reviewers thought that production values generally were excellent, though "out-of-focus photography and overemphasis of the white spotlight are detrimental to the song from *Maytime*." Adult reviewers were more restrained in their enthusiasm. They commented on the excellence of the production, on Ferrer's workmanlike job as a song-and-dance man, and on the beauty of Miss Traubel's voice in old-time sentimental songs. One dance, however, made them hesitate to recommend the film for family viewing, although they agreed with the young reviewers that children would enjoy "the lively dance routines and comedy numbers by the Kellys and Ann Miller." Leading players: José Ferrer, Merle Oberon, Helen Traubel, Walter Pidgeon, Ann Miller.

Adults	15–18	12–15
Lavish and sentimental	**Entertaining**	**Entertaining**

The Good Die Young—United Artists. Direction, Lewis Gilbert. This flimsy and implausible English melodrama is about a wastrel (Lawrence Harvey acts him with lifted eyebrow and sneering lip) who with incredible ease persuades three honest men to participate in a bank robbery. An excellent cast adds polish to a confused and pointless play. The musical background is good. Leading players: John Ireland, Gloria Grahame, Lawrence Harvey.

Adults	15–18	12–15
Matter of taste	**Poor**	**No**

The Heart of the Matter—Associated Artists Productions. Direction, George M. O'Ferrall. The film version of Graham Greene's well-known novel is well acted and sensitively directed. Yet it not only avoids the book's uncompromising ending but fails to make real one man's very personal relationship with his God. Consequently the film never does get to "the heart of the matter." A kindly police commissioner in torrid West Africa borrows money from a local trader and smuggler to send his wife on a much needed vacation. While she is gone he falls in love with a young woman. The police officer, a good Catholic, faces an agonizing problem—whether to suffer the loss of God for himself or to hurt two human beings who depend on him. Leading players: Trevor Howard, Elizabeth Allan, Maria Schell.

Adults	15–18	12–15
Matter of taste	**Mature**	**No**

An Inspector Calls—British Lion. Direction, Guy Hamilton. An unusual and intriguing British suspense drama (from a play by J. B. Priestley) is expertly acted against a background of middle-class respectability in the days before World War I. The Birlings, social leaders in a Midlands industrial town, express only annoyance when a mysterious police inspector interrupts a family party to announce the suicide of a young girl. At first the girl seems unknown to them, but under the inspector's adroit questioning it soon becomes apparent that several people at the party have, through selfishness, snobbishness, or sheer thoughtlessness, contributed to her downfall. Mr. Priestley's message is plain, and most of us would agree with him. Smooth direction, literate dialogue, and excellent sets. Leading players: Alastair Sim, Arthur Young, Olga Lindo.

Adults	15–18	12–15
Thought-provoking	**Mature**	**No**

It Started in Paradise—J. Arthur Rank. Direction, Compton Bennett. The struggle for success that goes on in the world of high fashion is not too expertly told in this film. However, glamorous Mayfair settings, elegant clothes, and stunning fashion shows, rendered luscious by lovely Technicolor, will please some audiences. The story itself stretches over fourteen years. During that time red-haired, unprincipled Jane Hylton steals and then revitalizes the empty dress salon of aging Martita Hunt, only to yield in turn to the genius of youthful Muriel Paslow. Leading players: Ian Hunter, Martita Hunt, Jane Hylton, Muriel Paslow.

Adults	15–18	12–15
Matter of taste	**Matter of taste**	**Probably not**

Monster from the Ocean Floor—Lippert Pictures. Direction, Wyott Ordung. A poorly written, suspenseless thriller in which an unreal as well as foolhardy girl attempts to discover a mysterious sea monster that lives along the Mexican coast and devours men and cattle. Leading players: Anne Kimball, Stuart Wade.

Adults	15–18	12–15
Waste of time	**Waste of time**	**Ditto**

The Other Woman—20th Century–Fox. Direction, Hugo Haas. Another of Hugo Haas's and Cleo Moore's sex-and-sin epics, produced in their usual turgid, outdated overly melodramatic style. Here Hugo is an "arty" Hollywood director and Cleo a vengeful extra who plots his ruin. Eventually, of course, he murders her, and we see him behind bars asking the audience "How did it happen?" We don't know either. Leading players: Hugo Haas, Cleo Moore.

Adults	15–18	12–15
Incredibly bad	**Trash**	**No**

Target Earth—Allied Artists. Direction, Sherman A. Rose. A run-of-the-mill science fiction melodrama describes how a large city is evacuated because of the invasion of a planetary robot and shows the efforts of the United States Army, with the aid of its research department, to destroy the space monster. Leading players: Richard Denning, Virginia Grey.

Adults	15–18	12–15
Matter of taste	**Mediocre**	**Mediocre**

There's No Business Like Show Business.—20th Century–Fox. Direction, Walter Lang. A bright, flashy musical extravaganza traces the rise of the Five Donahues from one-night vaudeville stands to the Broadway stage. The boisterous exuberance of Ethel Merman as Molly Donahue, coupled with the easygoing style of Dan Dailey as her husband and partner, contributes to the warm, delightful spirit of the early days. With maturity, however, the family loses much of its charm. Donald O'Connor sings and dances pleasantly, but there is confusion in the characterization of Johnnie Ray as the son who becomes a priest. Lacking in taste is the overdirection of Marilyn Monroe as the undulating show girl who has a strangle hold on Mr. O'Connor's affections. Mitzi Gaynor, however, as one student previewer puts it, "sets herself up near the top of the musical comedy world by her excellent performance." Irving Berlin's songs, old and new, get repetitive, all-out treatment. Another student felt that the plot was mediocre and the script poor. Leading players: Ethel Merman, Donald O'Connor, Mitzi Gaynor, Marilyn Monroe.

Adults	15–18	12–15
Matter of taste	**Matter of taste**	**Fair**

Three for the Show—Columbia. Direction, H. C. Potter. A flippant, rather obviously contrived song-and-dance farce, based on a Somerset Maugham play. The plot revolves around the blonde charms of Betty Grable and her arch determination to keep two husbands. One, supposedly killed in the war, returns unexpectedly to find his wife married to his former partner in show business. Marge Champion waits rather abjectly in the wings for one of the husbands to be cast off (she does not care which) and in the meantime does a bit of wistful singing and dancing. Those who are familiar with the Champions' tasteful and lighthearted dancing will be disappointed to find them in this rather moronic picture. Leading players: Betty Grable, Marge and Gower Champion, Jack Lemmon.

Adults	15–18	12–15
Matter of taste	**Mediocre**	**No**

The Tiger and the Flame—United Artists. Direction, Sohrab M. Modi. Against richly ornamented Indian palaces, colorful processionals, and the bright red of the ever-present British uniforms, this story of an Indian Joan of Arc is enacted by an Indian cast. A reckless and rebellious little girl of humble parentage is selected by the wise man of Jhansi to be the wife of an aging ruler. After being trained in horsemanship and the arts of war, she finally rebels against the rapacious British East India Company and leads her troops in battle. The action is picturesque but static, and the dialogue is stilted. It is as if the Indian director, producer, and writer were viewing the story through English eyes, not their own. Native dances, beautiful costumes and sets, and bits of interesting ceremonies give surface interest to the production. Leading players: Mehtab, Sohrab Modi.

Adults	15–18	12–15
Fair	**Fair**	**Fair**

20,000 Leagues Under the Sea—Walt Disney. Direction, Richard Fleischer. Jules Verne's wonderful "science-fiction" story was published in 1869. It comes to the screen with all the fanfare that twentieth-century technological developments can offer. Once again the submarine *Nautilus* makes its fabulous journey through the ocean depths. Yet the emphasis is less on the wonders of that mysterious world than on relationships between tortured Captain Nemo and his three captives. The classic tale is pressed into the conventional form of today's melodramas—spectacular but mechanically contrived. Leading players: James Mason, Kirk Douglas, Paul Lukas, Peter Lorre.

Adults	15–18	12–15
Spectacular melodrama	**Ditto**	**Ditto**

The Violent Men—Columbia. Direction, Rudolph Mate. Violent men and at least one violent woman (Barbara Stanwyck) harrow the wide, beautiful Cinemascope screen with brutal, sadistic deeds in this post-Civil War western. It's all about a vicious, paralyzed cattle baron whose faithless wife and scheming brother-in-law conspire to deprive him of his lands. Expert photography and taut direction. Leading players: Edward G. Robinson, Barbara Stanwyck.

Adults	15–18	12–15
Matter of taste	**No**	**No**

White Orchid—United Artists. Direction, Reginald Leborg. In this adventure tale of the Mexican jungle three young people—an American archaeologist, a native guide, and predatory blonde photographer—set out to discover a mysterious "lost" people. However, they soon lose themselves in a tiresome triangular love affair. There is some colorful photography of a Mexican fiesta and also some nice music. Leading players: William Lundigan, Kathryn Williams.

Adults	15–18	12–15
Poor	**Poor**	**No**

16MM FILMS

Andy's Animal Alphabet—New York Zoological Society; released by McGraw-Hill. 16 minutes. Andy, an ingratiating young orangutan, is taken on a tour of the zoo and discovers there is an animal for each letter in the alphabet.

Freedom to Learn—National Education Association. 28 minutes. A forthright presentation of a critical issue of our time. When challenged by parents for teaching about Communism in her social studies classes, a high school teacher defends her position before the board. Students must be taught all the facts, she states. They must have the freedom to judge and to compare if they are to understand, and eventually practice, intelligent citizenship in a democracy. Excellent acting and direction. Preview prints available from state education associations.

One Little Indian—International Film Foundation. 16 minutes. A gaily colored puppet film in which a small Indian boy, who performs exciting tricks at a rodeo show, learns about traffic lights and safety rules in a big city. So will young children who watch him.

Parents Are People, Too—McGraw-Hill. 12 minutes. This is one of the films in a new series called *Health and Safety for Youth*. It is designed primarily for young people but will also prove valuable as a springboard for discussion in P.T.A. groups. Students and teacher are shown in a classroom exploring areas of parent-adolescent friction—in particular the complaint that parents expect boys and girls to act like adults but treat them as children. It might help, the young people agree, if they themselves made more effort to show that they are adults. One way to do this is to try to understand parents' problems.

Skippy and the 3 R's—National Education Association. 29 minutes. Parents who are interested in finding out what goes on in the first grade will enjoy this attractively produced film about a little boy's first days at school. They will be impressed by the friendly and alert teacher, trained to find her keenest satisfaction in early recognition of the individuality of each child. To her, reading is not words but the meaning behind words. Arithmetic is something used daily in a personal world whose horizons will gradually expand as the child gains in specific knowledge of history, geography, and science.

Ti-Jean Goes Lumbering—International Film Bureau. 23 minutes. An unpretentious but appealing French Canadian folk tale about a mysterious little boy who rides into a lumber camp on a white horse and performs feats of strength that dwarf the efforts of the hardiest lumberjack. Scenes of work and play in a logging camp are shown against beautiful winter landscapes. For children.

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

The Black Shield of Falworth—Good fun.
The Bob Mathias Story—Excellent.
Hansel and Gretel—Enjoyable.
Boogie's Bump—Good.
Three Ring Circus—Good.
West of Zanzibar—Very Good.

Family

Athena—Amusing.
Flight of the White Heron—Children, fair; young people, interesting backgrounds; family, disappointing.
Fudget's Budget—Children, mature; young people and adults, amusing.
Hello, Elephant—Entertaining.
High and Dry—Lots of fun.
How Now, Boing McBoing—Delightful and amusing.
Jamboree—1953—Good.
Quest for a Lost City—Good.
Ricochet Romance—Matter of taste.
Romeo and Juliet—Children, mature; young people and adults, excellent.
Sitting Bull—Mediocre.
So This Is Paris—Entertaining.
They Rode West—Superior western.
Trouble in Store—Dull.
Unchained—Children, with interpretation; young people and adults, good.
White Christmas—Holiday sweet.

Adults and Young People

Adventures of Hajji Baba—Poor.
The Affairs of Messalina—Children, no; young people, poor; adults, mediocre.
Animal Farm—Children, mature; young people and adults, good.
Ballet-Cop—Good.
The Bamboo Prison—Children, no; young people and adults, matter of taste.
The Barefoot Contessa—Children, no; young people, trash; adults, matter of taste.
Beau Brummell—Entertaining.
The Black Dakotas—Children, no; young people, extremely poor; adults, poor.
The Black Knight—Children, poor; young people, dull; adults, mediocre.
Black 13—Poor.
Black Widow—Children, no; young people, mature; adults, glossy whodunit.
The Bounty Hunter—Poor.
Bread, Love, and Dreams—Children, very mature; young people, mature; adults, excellent.
The Bridges of Toko Ri—Good.
Cangaceiro—Children, no; young people, excessively brutal; adults, matter of taste.
Cannibal Attack—Children and young people, poor; adults, comic-strip level.
Carmen Jones—Children, no; young people, pretty mature; adults, rare musical treat.
Cattle Queen of Montana—Routine.
Country Girl—Children, no; young people, mature; adults, excellent.
Crest of the Wave—Fair entertainment.
Crossed Swords—Poor.
Desirée—Beautiful spectacle.
Destry—Children, no; young people, poor; adults, western fans.
Doctor in the House—Good entertainment.
Drum Beat—Children, poor; young people and adults, western fans.
The Far Country—Children, no; young people, poor; adults, matter of taste.
Fire over Africa—Children, no; young people, poor; adults, mediocre.
Four Guns to the Border—Children, no; young people, confused ethics; adults, western fans.
The French Touch—Children, no; young people, sophisticated; adults, amusing farce.
The Gay Adventure—Children, no; young people and adults, fair.
The Gentleman in Room 6—Children, mature; young people and adults, clever.
Green Fire—Fair.
Hell's Gate—Excellent.
The Human Jungle—Children, no; young people, poor; adults, matter of taste.
Jesse James' Women—Poor.
The Last Time I Saw Paris—Children, no; young people, mature; adults, matter of taste.
Lovers, Happy Lovers!—Children and young people, no; adults, tasteless and dull.
The Outlaw's Daughter—Poor.
Passion—Poor.
Phffft—Children, no; young people, sophisticated; adults, funny.
A Prince for Cynthia—Children, no; young people, mature; adults, very good.
Private Hell 36—Children, no; young people, mature; adults, mediocre.
Rogue Cop—Children and young people, no; adults, matter of taste.
The Shanghai Story—Poor.
Shield for Murder—Poor.
Sign of the Pagan—Fair.
Sleeping Tiger—Children, no; young people, poor; adults, flimsy.
A Star Is Born—Children, mature; young people and adults, brilliantly entertaining.
The Steel Cage—Children and young people, poor; adults, matter of taste.
The Stranger Left No Card—Unusual.
Suddenly—Children, no; young people, poor; adults, matter of taste.
This Is My Love—Children and young people, poor; adults, matter of taste.
Track of the Cat—Children, mature; young people, different; adults, good.
Twist of Fate—Children, no; young people, shoddy; adults, poor.
Ugetsu—Children, no; young people, mature; adults, interesting.
Woman's World—Children, no; young people and adults, clever but plushy.
The Yellow Mountain—Children, no; young people, poor; adults, matter of taste.

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This February 17 will mark our first Founders Day in our new home! It's a proud day for all of us. On this, our fifty-eighth anniversary, our nine million members can take special satisfaction in the parent-teacher organization's new headquarters, a crowning symbol of more than half a century of fruitful effort for children and youth.

Linked with the heightened sense of dedication that Founders Day brings is a renewed awareness of the power and vitality of the parent-teacher movement. Its growth has been phenomenal—because of the soundness and fundamental character of its aims, because it has been in the nature of the organization that it should grow.

Your Founders Day gift helps this growth. A free-will offering by members, the gift is divided equally between the state branch and the National Congress, to serve the extension needs of each. Thus all gifts, large and small, contribute to the continued progress of the parent-teacher movement.

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